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ABSTRACT

These conference proceedings report the discussions of classroom teachers and university professors relating to the problems of teaching disadvantaged students. Topics treated were the inadequacies of teacher training, need for self-analysis during training, teaching of reading, grouping students for instruction, and the relation of the schools to the broader social revolution. [Not available in hard copy due to marginal legibility of the original document.] (KG)

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IMPROVING TEACHER EDUCATION FOR DISADVANTAGED YOUTH:

What University Professors Can Learn from Classroom Teachers

Conference Proceedings, May 15, 16, 17, 1966

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Editor

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PROJECT BEACON

Ferkauf Graduate School of Humanities and Social Sciences
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PREFACE

In this golden age of conferences and conventions, the complaint is heard with increasing frequency that such get-togethers amount to little more than well-organized wastes of time. Unfortunately, professional meetings in the field of education tend to represent no exception. The same speakers repeat the same admonitions, at the same great length, before the same audiences year after year. Naturally, little is carried away from these conferences by the participants, and little is changed as a result.

It was for this reason that we were determined to do things differently --- and it was for this reason that we dared to bill ourselves as a "not-the usual type" of conference. Instead of the usual "expert" speakers we wanted to hear from educational experts in the area of disadvantaged children in the truest sense of the word: those classroom teachers who daily prove their ability to work effectively with children in the ghetto schools. (In the weeks following the conference we received a number of letters from participating teachers who indicated that although they had been teaching for several years --- in one instance, upwards of ten years --- this was the first time that anyone in the field of education had ever asked for their opinion or advice about anything pertaining to classroom teaching.) University professors were asked to do the impossible and keep quiet for long periods of time, in order that they might direct their attention towards what they could learn from these teachers and what they might subsequently incorporate into their teacher-training courses. Later, there was blunt exchange between teachers and professors which is reported here as it took place, with no attempt made to alter the character of the situations or that of the statements made by either teachers or professors. These Proceedings, then, are presented as a contribution to the establishment of a continuing dialogue between the people who really count in educating children: classroom teachers and the university professors who prepare these teachers to meet the responsibilities of their profession.

Many of the participants in the meetings have expressed an interest in "follow-up" activity in relation to the conference. Accordingly we hope to forward a detailed questionnaire to all who took part in the original conference **one year after the fact. This would be carried out** for the purpose of ascertaining what each participant had done differently in his own particular sphere in relation to educating disadvantaged children as a direct result of the conference. In this way we should be able to judge more accurately the effectiveness of conferences of this kind and hence determine the desirability of sponsoring others of a similar design and objective. The results of this questionnaire as well as our analysis and evaluation of these results would be available to all who requested them.

I would like to take this opportunity to express my appreciation to all the sponsoring organizations and the participants and especially to Dr. Shelly P. Koenigsberg, who proposed this Conference, for her magnificent work in organizing the conference and editing the Proceedings. We are also thankful to Mrs. Nancy Madway for her contributions to the preparation of these proceedings and to Mrs. Bertha Kuttner and Miss Toby Engel for their responsible assistance in typing the final manuscript.

Sol Gordon, Ph.D.
Director, Project Beacon

CHAPTER I

THE CONFERENCE

The need to improve the classroom instruction of pupils now being called "disadvantaged" is too well known to require more than a statement of that need. The shortage of teachers who can deal with children from the lowest socio-economic level on the basis of full understanding has concerned educators, the personnel of teacher-education programs, and public school officials for some years now. The imperative nature of the problem was highlighted by discussion at a two-day White House Conference in July, 1965 which had been called to tap the opinion of educational leadership and to make that opinion known to the President of the United States. On the subject of teacher-education, urban school superintendents asked that professors of prospective teachers of the disadvantaged leave their lecture halls and come to city classrooms to observe at first-hand how these children learn and how they may be most effectively taught. The Vice-President of the United States added his voice to those who want university professors to become more personally involved.

Whether leaving their lecture halls and coming to city classrooms is the only, or the most productive, way for professors of prospective and practicing teachers to "learn how to teach" candidates for urban schools is open to question. One "battlefield" on which to attack those problems may well be the university's seminar and conference rooms. Communication and face-to-face interaction between teachers of disadvantaged pupils and teachers of teachers would surely involve college instructors very personally in these problems. Reports from the classroom teachers might well be as productive of solutions as many hours of professors' observation of their classrooms, and less time-consuming. (It is not here suggested that classroom observation by professors be abandoned, but that the White House Conference recommendation can be implemented in yet another way.)

For these reasons, Project Beacon* proposed that classroom teachers known to be effective with the learner in the urban schools be invited into the university conference rooms to report what they are doing that they believe to be of value with their disadvantaged pupils. The primary purpose of a meeting between these two groups was to implement the recommendation of the White House Conference that university professors become more personally involved in teacher-education for urban schools.

A second purpose of the Conference was to have university professors identify known research and literature in their respective fields of psychology, sociology, and methods of education that relate to the classroom teaching of disadvantaged pupils, and -- after listening to these classroom teachers describe their activities with these pupils -- note variance from this known research and literature. A third purpose of the Conference was to identify for research and further study questions and problems facing the classroom teacher of disadvantaged pupils. A fourth purpose was to be achieved: In a meeting of university professors and directors of teacher-education programs, their guidelines for improving teacher-education for disadvantaged pupils would be drawn up. These might include the revision of courses taught by professorsof psychology, sociology and methods of education. With the publication of the Conference Proceedings, it was hoped that yet another purpose might be achieved: with a listing of research and theory relevant to the teaching of disadvantaged pupils, university professorswould bring to the attention of the practicing classroom teacher rationales rooted in the knowledge of their disciplines. For it is here suggested that although many teachers are indeed effective with these pupils, they cannot substantiate their "effective" behavior by reference to research in learning or knowledge in sociology. Too often they operate out of a sense of sympathy for their pupils, common sense, pragmatism, or liberal beliefs and commitments. Perhaps university professors could be uniquely helpful here in making classroom teachers aware of the research and theory that seemed to be the basis of their described activities.

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* Project Beacon, an interdepartmental program initiated at Ferkauf Graduate School of Humanities and Social Sciences in 1962, was developed to introduce into the public school system a permanent corps of psychoeducational specialists rigorously trained to meet the educational needs of socially disadvantaged children and their families, and to make available to schools the new knowledge produced through relevant applied and theoretical research. It is a multifaceted program of instruction, research consultation, and demonstration projects.

To achieve these purposes, Project Beacon sponsored a conference on IMPROVING TEACHER EDUCATION FOR DISADVANTAGED YOUTH, with the theme, "What University Professors Can Learn from Classroom Teachers." The Conference was held on Sunday, May 15th, Monday, May 16th, and Tuesday, May 17th at the Ferkauf Graduate School of Education of Yeshiva University. Project Beacon had the cooperation of the United Federation of Teachers and the Board of Education of the City of New York in their mutual concern for the More Effective Schools Program.* (These groups are to be identified henceforth as U.F.T. and M.E.S.)

* The More Effective Schools program was designed by a committee consisting of representatives of the U.F.T. and members of the staff of the Superintendent of Schools, under Title I of the Elementary and Secondary School Act, to raise the academic achievement of children in deprived areas so that they will reach the norms achieved in middle-class areas. They are different from other comparable elementary schools because they

To facilitate the dialogue between classroom teachers and university professors, teachers were to meet in four groups -- teachers of early childhood, of elementary grades, of junior high school, of senior high school -- with eight teachers in each group. Junior and senior high school teachers were selected primarily on the basis of recommendation by a university professor who had had professional contact with this classroom teacher. Teachers of early childhood and of elementary grades were chosen by a joint effort of the United Federation of Teachers and the Board of Education. A letter went out to the principals and U.F.T Chapter Chairmen in the M.E.S. asking them to join in selecting sixteen teachers known to be "highly competent, active contributing members of the staff and knowledgeable in the M.E.S. philosophy." This letter was signed by both the assistant superintendent for the M.E.S. Program of the Board of Education of the City of New York and representatives of the U.F.T., all of whom served on the Project Beacon Conference Committee. This letter identified teachers effective with disadvantaged pupils as, "Teachers who believe the pupils can learn are successful in helping them to learn." Three professors met with each group of eight classroom teachers: one in psychology, one in sociology, and one in methods of education. These professors were from the faculties of universities in New York City and New Jersey, and selection

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(cont.) contain these teaching and learning conditions: a maximum of 1,000 children in a school and of 22 pupils in a class; team or "cluster" teaching; guidance counsellors and school secretaries assigned in proportion to the number of pupils in the schools; pupil personnel workers assigned to each school rather than requesting their services through central offices; and teacher-aide time provided by parents to free teachers from non-teaching chores. Time and funds are allowed for orientation of teachers, for conferences by teachers and by principals during school hours, and funds are available for contingencies and for supplies, above the usual provided, on a "per pupil" basis. At the present time there are 21 More Effective Schools in New York City.

was made on the basis of grade-level specialization or interest.

Letters to the classroom teachers invited to serve as consultants asked that they be prepared to discuss the following questions:

1. What classroom activities and instructional techniques have you found effective with disadvantaged pupils? What have you found is not effective with them?
2. What in your education for teaching (undergraduate and graduate studies, in liberal arts and education) have you found to be valuable in teaching disadvantaged pupils? What is of little value? In what ways do you think that incoming teachers can be better prepared to be effective teachers of these pupils? By implication, what recommendations do you have for improving teacher-education for disadvantaged pupils?

In order that the classroom teachers would be able to meet their colleagues and organize their thinking for discussion with the professors, a Sunday afternoon meeting was arranged. It was made clear to all that there was no need for consensus within the group, but that the preliminary meetings were for the purpose of establishing intra-group rapport and for drawing up preliminary listings that would avoid duplication in reporting to the professors the next morning. Letters to university professors asked that they prepare a bibliography of research in their respective fields pertinent to the Conference title, IMPROVING TEACHER EDUCATION FOR DISADVANTAGED PUPILS. Shortly before the Conference, both classroom teachers and university professors were sent a model of anticipated Conference interaction. This model listed what each group of participants might "give to" and "get from" the Conference. Attention was called to the blank spaces in each listing, encouraging the participant to add to the relevant categories.

After an opening assembly meeting for the purpose of greeting them, acquainting them with the procedures of the Conference, and answering any questions they might have, the classroom teachers met with moderators in groups to organize their responses to the questions posed to them. On Monday morning, the groups met with the three university professors, and in the afternoon they assembled in a gathering that included directors of and instructors in teacher-education programs, representatives of the New York State Education Department, interested visitors and observers, and graduate students. Here, the recorders of each of the four groups reported the discussion that had taken place in the morning meetings, with comments and reactions expressed by some of the consulting university professors.

After a coffee break the professors met for two and one-half hours with an assigned chairman to discuss a) known research related to the reports they had heard from the teachers and research at variance with the reports, and b) those questions and problems facing classroom teachers which require further research and study. While the professors were meeting, the classroom teachers, representatives from teacher-education programs, graduate students and invited guests returned for further discussion of the teachers' reports. Classroom teachers met briefly after this session to fill out a Conference evaluation. This was the close of the Conference for them, except for four recorders from the four teacher groups who remained for the following day's meeting.

On Tuesday morning, the professors, the four representatives of the classroom teachers, representatives of teacher-education programs, and graduate students met to hear a report of the professors' meeting and to draw up guidelines for improving teacher-education programs. After a report from the chairman of the professors' group, individual professors commented on their individual reactions to the meetings with the classroom teachers on Monday, and a few identified research they believed was relevant to the problem.

On Tuesday afternoon, participants met in four groups: classroom teacher representatives, professors of disciplines, professors of education methods and representatives from the Board of Education of the City of New York. The first three groups listed what they thought they had "gotten from" the Conference, as well as what they thought they had "given to" it, keeping in mind the model of interaction distributed to all who came to the Conference. The fourth group was asked to detail ways in which the Board of Education could use the findings of this Conference. Each group then reported its findings to the total assemblage, then completed the evaluation questionnaire.

In retrospect, it may be said that the purposes of the Conference were accomplished in large measure. Its primary purpose -- to implement the recommendations of the White House Conference on Education of July, 1965, that university professors become more personally involved in teacher education for urban schools -- was achieved through the dialog that took place. The extent to which the involvement continues, either through related activities or through modifications of the courses they teach, can be determined only in a follow-up study or meeting. The second purpose of the Conference was fulfilled only to a limited degree. University professors came prepared to identify known research and literature related to teaching of reading, teacher education, and disadvantaged children. But discussion with the teachers revealed an unexpected need for reference to research and literature on attitude formation and the impact of cognitive learnings in changing attitudes. In addition, university professors thought such a list would be redundant and unwieldy. Publications like the IRCD Bulletin and textbooks in the psychology of learning, which listed and discussed the large number of relevant studies, made a separate listing an unnecessary and time-consuming duplication of effort.

The third purpose -- to identify for research and further study questions and problems facing the classroom teachers of disadvantaged pupils -- was achieved by the listing in Appendix E. The guidelines recommended for improving teacher-education for disadvantaged youth -- the fourth purpose -- have been listed in the proceedings as they were recommended by the teachers and summarized in Appendix D. It was originally intended that these recommendations would be drawn up by the directors of teacher-education programs, since their positions gave them a broader and more realistic view of modifications that could be implemented. Dictated by Conference developments, this listing was the result of deliberations of the teachers and professors and summarized by the editor. The final purpose the Conference hoped to achieve -- bringing to the attention of classroom teachers rationales for instruction rooted in the knowledge of psychology and sociology -- is accomplished in part, through a bibliography listed in Appendix F. These references were chosen by the criteria of classroom-teacher "readability." In part, it is still to be accomplished: through a modification of the courses taught by university professors.

CHAPTER II

"On Getting Advice from Teachers"

The Conference was opened on Sunday afternoon by its coordinator, Dr. Shelly P. Koenigsberg. After greeting the consulting classroom teachers and outlining the procedures to be followed during their day-and-a-half of participation, she introduced Dr. Sol Gordon, director of Project Beacon and Associate Professor of Psychology and Education, Ferkauf Graduate School of Humanities and Social Sciences, Yeshiva University. He spoke to the teachers on the theme of the Conference.

"On Getting Advice From Teachers"

I am delighted to be here and I am delighted that you have honored us by coming to give us advice. But I speak for the unconscious of all university professors when I tell you that I am not sure that I can accept any of the advice that you will give. I give advice all the time, and I'm eminently unsuccessful. I don't see why you should be any more successful than I.

A very strange way of starting a conference, isn't it?

Let me illustrate what I mean. I frequently speak to large groups of teachers and I say to them, among other things, that it's never appropriate to intrude into a child's daydream. Then I give a discourse on the psychology of daydreaming, talk about how important it is to a child, etc. -- a very effective presentation, I think. One day a teacher approached me not long after she had listened to one of my talks and related her own very interesting experience in attempting to implement my advice: "I had recently prepared a really good lecture on astronomy, my favorite subject. I was delivering this very inspired lecture to my class when out of the corner of my eye I noticed one of the children daydreaming. But I remembered what you had said and so I decided to ignore it. Well, in a minute or so I began to stutter. I felt my face flush. The class began to laugh at me. I was falling apart. Finally I turned to the daydreaming child and I said sharply, 'Stop that daydreaming!' After that I felt marvelous. I was able to continue with my lecture." What an interesting phenomenon occurred here: The teacher discovered that the problem was not the child's daydreaming, but simply that she couldn't stand it.

Now I have the feeling that if we're going to give advice and guidance to each other here we ought to give advice and guidance that we cannot follow -- because who needs advice that they can follow?

Do you know what an underachiever is? An underachiever is a child who has a mother who talks too much. This is, in my experience, ninety per cent accurate. Frequently an underachiever's mother will come in to see me about her youngster. She's talking constantly and I finally say to her, "Yes, I know -- you have an underachieving child." And she asks, "How do you know?" I say, "Because you talk too much." And,amazingly, she says, "I know it." (All mothers who talk too much are aware of it because they can't put up with people who talk too much!) At last this mother says, "What should I do?" I tell her, "Don't talk so much." She says, "It's not so easy." That's true. So I say, "All right, just talk about a couple of things and let everything else ride for a while." (There are always one or two things that parents can't give up -- the child's weekly shower, or the shoe shine, and so on.) "Let the homework ride," I tell this mother. "Let the cleaning the room ride. Let the brushing the teeth ride. All those other things, let ride." The next week Mrs. Jones comes in again to report: "It didn't work. I couldn't stop talking -- because if I did, I would need a psychiatrist!"

Like this mother, I think that what we have to do is begin to identify certain areas of vulnerability within ourselves. We have to begin to think about this psychological dimension of accepting ideas.

Let's take another example. When was the last time you were upset and unhappy about something and you spoke to a friend about it and the friend responded, "Don't worry. Everything will work out eventually. But above all, don't worry. Worrying never gets you anywhere." Of course you were very pleased with this kind of advice and naturally you were able, automatically, to follow it.

I think you know what I'm getting at. I'm hoping that when we come up with some great ideas in the next few days we're also going to give them an additional dimension. That is, I hope that we are not only going to communicate them and record them, but that we are at the same time going to ask ourselves, "What are some of the psychological barriers to accepting such good ideas?"

When was the last time you told a child to "be good"? If he responded, he's an abnormal child. When was the last time you told an underachieving child, "You could do the work if you'd only try," and got a good response? He doesn't want to be told that he could do the work if he tried. His mother has told him that, his father has told him that, his Aunt Tillie has told him that -- it seems to him that the whole world has told him that. If only an educator would somehow intrude into this child's unconscious and communicate the truth to him: "It's hard for you to do the work, isn't it? It's hard for you to concentrate, isn't it?" "Ah, at last," thinks the child, "a teacher who understands."

Or, if we go up the ladder a little further, we have the "nice" principal who will say to a child, "What you did was not a very nice thing to do, but let's wipe the slate clean and start again." The child, of course, correctly interprets this to mean, "Let's wipe out your whole personality, today, so that you won't give me anymore trouble." How often has this child reacted "ungratefully" by immediately becoming more of a problem than ever before in response to the generous invitation extended by an educator to wipe the slate clean. And of course this same principal, fifty years later, as he receives a gold watch from the Rotary Club for outstanding service to the community, will admonish his audience "I've been in education for a long time and I can tell you from experience that if you give a child an inch he'll take a mile. We have to be strict and we have to be rigid. We can't allow children to run our schools for us."

Recently in a ghetto junior high school (not, of course, in New York City) I walked through the halls and found everything clean and quiet. How proud the principal was of his orderly school. But I sensed something gloomy, something dead, although I didn't want to say so immediately. So instead I asked a question: "How many children drop out of this school?" "Oh," said the principal, "You just don't understand." Now when any person in authority tells me that I don't understand I know right away that I have asked the right question. I eventually discovered that fifty per cent of the children do not finish this ghetto junior high school. What a price to pay for being clean, quiet, and orderly. (Not that every child in the remaining fifty per cent was learning, at that.)

With the ascendancy of the United Federation of Teachers we who are concerned with the New York City Public Schools have reached a stage where we can begin to talk. It's an amazing phenomenon to be able to go into schools now to talk with teachers and principals and their initial respons is not, "You don't understand," but rather, "We would like to understand, we would like to learn more." A principal in a ghetto school in New York may now say, "Look, we have Higher Horizons, we have two new typewriters, we have three mimeograph machines, we have more supplies than we know what to do with, and we still have not been able to make a dent in the reading level in our school." Now that's refreshing. That's when we begin to explore these problems together at all levels -- and that's when we may be able to start making a dent.

What a tremendous achievement it is in our field when we begin to say that we don't need just "more things." At one time both teachers and educators insisted that what we needed was more: more psychologists, more social workers, more remedial readers, more office machines, and so on. Now at last we're beginning to wake up to the fact that we don't just need more. We need different. If you hire another five thousand psychologists you won't make a difference in your schools. Our schools are cluttered with records of fully-diagnosed children, but no one knows what to do with them. If you hire another ten thousand remedial workers, you still won't make a significant break-through in your schools. Children who are exhausted by the process of not learning during the school day cannot be exprected to come alive after school and learn. Why should we have more programs in compensatory education when what we need are different programs in basic education? We don't need "more." We need "different."

So I charge you with coming up with ideas, and I will tell you right now that if you come up with ideas for more of what we have already, I'm not going to listen. But if you, as an outstanding teacher of disadvantaged pupils, come up with some new and different ideas that you feel we should introduce into the school system, then I, as a university professor, can at least begin to wonder why I can't accept your advice right away. And I'll worry about it.

After meeting with colleagues in their grade groups to discuss methods and techniques that are effective with disadvantaged pupils, all the teachers assembled to hear reports of each group's discussion.

Early Childhood Group

The recorder for this group presented the following record of their discussion.

1. It is more important that a good teacher have the proper attitude than "an approach" to teaching. It is important that the teacher accept herself; then she will be able to accept children. It is desirable that she be flexible and accept regression in children at this level as a part of the learning and growing process.
2. It is necessary to develop the people in teaching as human beings by extending their horizons. Techniques are less important than insights into young children and society. If teachers are such

perceptive people, "they will somehow manage to get a message across."

3. Tests must devised to measure the attitudes of people going into teaching. These tests should evaluate the person rather than his instructional abilities.
4. Teacher Education Recommendations:
   a. Knowledge and understanding of the sociological, economic, and cultural environment of the children in their homes and in their neighborhood is needed by new teachers.

   b. Intensive internship is recommended. Student teachers should spend more time in the classroom than is allowed at the present time. They need to have more direct association with children while they are still in college. This can be achieved by work in settlement houses, by participation in volunteer programs, and by "adopting" children and taking them on trips, etc.

   c. Plan books, prepared and used by the new teacher, can be a great help. Instruction in preparing these should be provided.
5. Close involvement with children is needed by the good teacher.
6. Experienced teachers need to be involved in community programs carried on during after-school hours.
7. Supervisors, both from the colleges and from the school system, should be given regular teaching assignments with these pupils.
8. Holding workshops for parents is urged in order that they will understand the early education of their children.

9. Testing programs are unfair and are a frustration both for the children and for their teachers. Many growth patterns of young children cannot be measured by these standardized tests.

Middle Grades Group

The recorder reported first on the teachers' analysis of the problems of disadvantaged pupils and of teaching in disadvantaged areas. The teachers had commented on the pupils' low reading levels, their limited experiences as a result of confinement to their neighborhoods, their low self-image, the fact that education does not provide for the children's strengths, and on the need for a better means of communication with the pupils and also with their parents. Teachers were aware of the parents' disinterest and apathy, of the economic deprivation of the families, and of the mother who was alone in handling the family. They wondered whether parents were merely paying lip-service to the educational goals of the school when they talked to teachers.

1. Teachers should see their pupils as children to be taught rather than as "disadvantaged youth": these pupils are able to learn.
2. Before considering effective techniques it is important to recognize that the teacher's attitude colors everything the teacher does.
3. Children should be involved in everything that is done in the classroom. This can be accomplished
    a. through the use of concrete materials;
    b. through small group instruction for the purpose of providing a personal element;

  c. through dramatics, which provide an informal sense of achievement and lessen dependence on reading;
  d. through committee work, which channels the energy of children used to being active;
  e. by making experience charts and individual word cards;
  f. by teaching children individually, then letting them display their learning to the other pupils;
  g. by allowing children to plan their own activities;
  h. by having pupils write to express their feelings; and
  i. with the "new math," which increases pupil interest in the subject.

4. Films and filmstrips are more effective than reading assignments in stimulating discussion.
5. The pupils' own experiences should be used to motivate lessons.
6. Incentives like showing pupil work and using an honor roll should be used.
7. Our society's emphasis on individual enterprise and competition should be re-evaluated in planning instruction for these pupils.
8. Teacher Education Recommendations:
  a. Sociology and psychology courses are most helpful in dealing with these pupils and should be emphasized.
  b. As much experience as possible in disadvantaged areas should be provided before actual student teaching and teaching in schools in these areas.
  c. Method should be stressed less, content should be stressed more.

   d. Discussion of teacher attitude should be included in pre-service courses.

9. An administrative program for orienting teachers to the school situation is recommended. This might include "buddy teachers" and improved supervision.

Junior High School Group

Noting the agreement of the junior high school teachers with a great deal that had already been said, and stating that they believed the school must compensate these pupils for what is lacking in their lives (recognizing what a job this is), the recorder reported the following points made by his group.

1. The teacher must present a strong male/female image for pupils. Teachers are not, of course, parent substitutes, but they can provide compensating elements for disadvantaged pupils.
2. Teachers must have the attitude that most disadvantaged pupils can achieve something, given the opportunity. The teacher must provide the means for the pupils to achieve to the level of their ability.
3. Some teacher activities appropriate for these pupils are
   a. establishing strong classroom standards, routines, limits -- all of which are understood and respected by the pupils;
   b. establishing himself/herself as the classroom authority, but as a warm and friendly person who is there because he wants to be there, over and beyond just having a job to do;
   c. establishing a personal, affectionate, human contact with pupils through physical contact -- the ability to touch

   d. expecting respect from pupils and according it to them; and
   e. knowing pupils well -- talking to them but also listening to them, so that they will be encouraged to talk to the teacher.

4. Some effective instructional techniques are
   a. individualizing work and providing individual workbooks;
   b. preparing relevant materials on rexographed sheets;
   c. providing materials on the pupils' level;
   d. checking and correcting pupils' work;
   e. relating content of learning to the pupils' lives;*
   f. relating studies in one class to those in another class;
   g. drawing on pupils' experiences;
   h. using visual aides that are related to the topic rather than those obviously shown just to occupy pupils;
   i. discussion;
   j. involving pupils in projects that excite them, make them eager to participate, glad to be there;** and
   k. planning with pupils so that they feel involved in what's being done.

5. Some ineffective instructional techniques are
   a. lecturing all period;
   b. presentation of abstract concepts without practical application; and

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* This can be done if the teacher knows his pupils from talking with them and listening to them, as noted in point #3e.

** The recorder cited an instance of a teacher who was doing just that.

   c. threatening pupils.

6. Teacher Education Recommendations:
   a. Knowledge of urban life, of human relations.
   b. Acquaintance with problems of the growing child in actual situations, with demonstration of techniques for dealing with discipline difficulties.
   c. Knowledge of instructional techniques effective with these pupils.
   d. Experience which will help the teacher in self-evaluation.
   e. Opportunity to see the positive as well as negative experiences in teaching these pupils.
   f. Courses to deal with the problem of the pupils' language. (Will linguistics help?)
   g. Acquaintance with literature of and for minority groups.
   h. Knowledge of materials available for these pupils. (Materials in which illustrations have been changed to show minority group children but in which content has remained unchanged are not useful.)
   i. Familiarity with practical problems that will be encountered, e.g. pupils who can't read*, insufficient textbooks, etc.
7. New teachers need time to think about and time to prepare their lesson plans. (Cynics often reach them and discourage them.) The new teacher should have fewer teaching periods. He should have no official class or building assignment at the beginning of his first year of teaching.

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* Pre-service programs for secondary school teachers do not include the teaching of reading. These teachers are therefore unable to help disadvantaged pupils in this most characteristic and basic problem of retarded reading level.

8. Experienced teachers need the university's help when they become puzzled, confused or discouraged. They also need a way to evaluate their own attitudes toward their pupils.

Senior High School Group

Noting that the points identified by this group have been made in summaries already presented, the recorder reported this discussion in his group.

1. Disadvantaged pupils need teachers who are warm human beings, who have positive attitudes toward their pupils.* Teachers need to look at these children as human beings -- not as "disadvantaged pupils."
2. Teachers must respect their pupils if they wish respect in return.
3. There is need for communication with parents.
4. Teachers must work to raise reading levels.**
    a. One suggested way of approaching this is to use sports articles in newspapers.
5. Some income must be provided pupils to encourage them to stay in school when they could be out earning money. This could be arranged through a program of work in and for the school or through work-study programs set up with outside employers.

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* In reporting this point, the recorder added, "You either have it or you don't." He doubted that such a person or such an attitude could be developed by college courses. This was discussed further when the meeting was opened to general comment. (See page 25 .)

** This recommendation is not as obvious as it sounds. Many secondary teachers in the city school system see themselves as subject matter teachers and believe that they have no responsibility to "teach reading." This recommendation urges secondary school teachers to accept that responsibility with disadvantaged children. (See also Note * page 21 on this recommendation from junior high school teachers.)

6. Some effective instructional techniques are as follows:
    a. Varying activities within one class period to provide for the pupils' short attention span. (Pre-planning and evaluation must accompany this to prevent variety from becoming confusion.)
    b. Involving pupils more closely in classroom activities through teacher-pupil planning and through small group instruction by the teacher while other groups work independently.
    c. Using activities and a room arrangement that allows pupils physical movement and development of motor skills to accompany intellectual learning (e.g. drawing, construction, dramatics, field trips, microscope manipulation).
    d. Orientation of pupils' learning to their jobs or prospective jobs by bringing in for discussion working people pupils can identify with and by using appropriate classroom materials. (Remember, these are job-oriented pupils.)
    e. Selection of materials pupils can identify with.
    f. Allowing pupils to select their own seats, especially for small group instruction.
    g. Allowing pupils to do all work in the class period.
    h. Using programmed instruction.
7. Some ineffective instructional techniques are
    a. Maintaining a very quiet classroom. Pupils come from and work well in a noisy atmosphere.
    b. Using the developmental lesson.*

* This lesson, used widely in the city's secondary schools, is based on Herbart's five steps in learning. It is primarily a question-and-answer or discussion lesson organized to fit into one period and based on the "assign-study-recite" method of teaching.

8. Teacher Education Recommendations:

    a. The prospective teacher must acquire an understanding of the disadvantaged child.

    b. He must also acquire an understanding of the changes and forces in our society that have created the problem of the "disadvantaged child."

    c. The trainee must spend more time in the "disadvantaged area" to learn, at first hand, about the school environment, the pupils' home and community background. (Start, perhaps, in the second year of college.)

    d. The trainee must learn to use audio-visual equipment.

The group wanted to add to their report their feelings about their work: They like what they're doing. It's more than just a job. They have a feeling of affection for their pupils. Many are involved with them outside as well as in school. They are familiar with the pupils' home and community life. And they believe that the disadvantaged child "deserves a fair shake out of life." (One teacher in the group, for example, who has the same groups assigned to him for instruction in all subjects for the first four periods of the school day calls his pupils several times before 8 a.m. each morning to wake them and get them to school on time. The same teacher is in the process of arranging to have a percolator in the back of the room so that the pupils needn't function on an empty stomach. When pupils seem inattentive he leaves them alone, recognizing that they are not ready for learning on that day.)

After the reports of the four groups of consulting classroom teachers had been presented, the meeting was opened for additions and comments. These ranged as follows:

1. College professors need to be more involved in the public schools than they are now. All professors -- of psychology and sociology as well as methods of education -- need to have more first-hand information about what goes on in classrooms with disadvantaged pupils. They need this information not only to be informed but to be better able to prepare teachers for these pupils.*
2. The classroom environment is too authoritative in many cases. It takes away from the pupil the responsibility for establishing his own controls and places it on the teacher.
3. Aren't the instructional techniques reported the same ones you would use with an honors class? The answer is "yes" and we have not come up with anything we haven't heard before.
4. Regarding the comment made that teachers for disadvantaged pupils need to be warm human beings with positive attitudes towards these children and "You either have it or you don't": To select only those who "have it" would provide us with a small number of teachers. Isn't it the function of the college to help prospective teachers gain the desirable attitudes? Teachers need to learn about themselves -- not necessarily through therapy but some counseling and advice is necessary. We need to learn how to talk to disadvantaged pupils and to recognize that a different personality is needed for them. Teachers need to be aware of this.

* This point was made by several teachers from each of the grade level groups.

5. Noise is a part of the culture of the disadvantaged child and it should be allowed in school.
6. The chance to earn money in school may help secondary pupils identify with the school and encourage classroom learning.

The first session of the Conference was brought to a close by Mr. Albert Shanker, President of the United Federation of Teachers.

"A Critical Reaction"

It has been suggested by some here this afternnon that a teacher either "has it" or does not." It has been said that, "You can lead a horse to water but you can't make him drink." Now among other things I happen to be a bit of an expert on horses. For a number of summers I worked at a children's camp and for about one-half of those summers I was placed at a table in the dining room next to the riding master. I'm not sure whether this was good or bad fortune because he didn't always have a chance to clean up before getting to the dining room; but, at any rate, I learned a great deal because at least half of the conversation those summers was about horses. I can assure you that no riding master who considers himself an educator of horses would make a remark about not being able to teach a horse to drink when you lead him to water. There is great faith among riding masters in the educability of horses.

Of course, there is a question of teachers who have it and teachers who don't have it. There is a sense in which such classifications are valid. But the point is that it is a rather trivial sense. That is, it is true that with respect to a handful of people in almost any field it is possible to take a look at their initial performance and say, "That's it. They have it." Sometimes it's very hard to find out how they got what they have that makes them such able and effective individuals. It is also possible within any field to take a look at people at the other end of the spectrum -- those about whom you can say that, no matter how much is or has been done to try to bring them along, they just don't have it and that's that.

Most people, however, do not fall into either of these categories, and most teachers are not teachers who have it in the sense that they had it when they walked in the first day. Nor are they teachers who don't have it in the sense that no matter what efforts they and others make they will never be able to make it. So I say again that the either-you-have-it-or-you-don't doctrine is true but trivial, because the overwhelming majority are in the middle category: either they are going to get it or they are not. It seems to me that this is why there has been such great emphasis in all of the reports that have come back to us this afternoon on the kinds of experiences that a teacher has in terms of some kind of internship program or on-the-job training. I would like to comment on a few of the suggestions that have been made with respect to the training of teachers, with a particularly close look at this area of teacher-internship which has evidently stimulated much thought and discussion here today.

In terms of the intellectual tools with which a teacher should be prepared before he or she begins teaching, the emphasis here has been on psychology, sociology, and on something more concrete -- namely, on knowledge of the particular climate of the community of the children with whom one will be dealing. I am not going to disagree with these suggestions, but I would like to add to this my feeling that for most teachers all this knowledge (and someone used the work "indoctrination" here) will have little value and will move the teacher very little unless in some immediate way the teacher's direct experiences in his first school are in conformity with all his preparatory learning. If a teacher starts teaching and is unable to succeed -- is unable even to establish some basic "discipline" within the class, hence, prevented from functioning altogether -- very soon that teacher begins to develop a psychological or sociological theory of his or her own. Naturally he can't blame himself entirely for not having the situation under control. "It can't be -- after all, I went to school for four years and then took a year of graduate work. It just cannot be that this bunch of little kids here can make a monkey out of me after I've had all this training." And out of the window go years of learning because they do not agree with what is directly experienced. Some of the old psychology and sociology will be brought in occasionally to help out, but it will be the theory which derives from the immediate situation which will prevail. It seems to me that that this problem is one of our most critical and our failure to deal with it indicative of a wider range of failures. I would like to outline a pet proposal for meeting the problem, but first permit me to switch gears for just a moment and discuss some other related issues.

There were one or two reporters this afternoon who used the "orientation." I don't know whether those who employed that particular term were doing so in the customary way or not. Almost every report which comes out of the Board of Education or the State Education Department invariably specifies better "orientation," and what is generally meant is that the teacher will feel more at home in the classroom if he or she is acquainted with some of the details and routines of teaching -- how to fill out a plan book, or what to do when such and such occurs, or what to expect at the pre-school conference. There is certainly nothing wrong with it, if that is indeed the kind of orientation referred to here today, but I have my doubts about whether we need more of it. I think we already do a pretty good job of familiarizing teachers with forms, probably a better one than we should and more than is necessary and more than makes sense. Now the fact that the word internship has also been used indicates that there is generally growing recognition and acceptance of the idea that what a teacher does in the classroom cannot really be completely trained for outside the classroom. One can learn algebra and geometry and sociology and psychology in the academic setting, and he can learn how to fill out forms before he actually begins his first teaching assignment. But the many problems involved in the delicate, tenuous relationship of teacher with child -- perhaps the question of how to touch a child or, even before that of being able to organize and control things enough so that one feels free with a child -- are not things that most of us feel can be dealt with in an academic setting or in an orientation process. They must be taught on the job. This raises all sorts of questions. They are not easy ones. I don't pretend to offer any solutions now, but merely to air the problems and to invite you to join me in doing some thinking about them.

Let's start with the internship program. One thousand new colleagues will be coming in this September as interns. Well, what will they do?

What will we do with them? Is an internship just an extension of what is done throughout most of the country in student teaching? That does help to some extent -- the student teacher is in the room and does get a chance to give some lessons. But generally speaking, the regular teacher is in the room also and the better the regular teacher in that kind of situation the fewer problems an intern is likely to see and perhaps the less likely he will be to learn. For an experienced teacher may handle the situation with such agility that the intern may very well sit unawares of what he is watching, thinking, "Well, when does the lesson start? When does something happen?"

What role should supervisors play in this internship? Supervisors are in the school system to help to train teachers, of course, but we're becoming aware of the fact that because the supervisor will eventually have to rate the intern he may not be the person who can best do the job of working with him. More and more we are coming to realize that there is too much fear on the part of the teacher and that there cannot be free exchange with the person who eventually will have to determine the teacher's future.

All right, let's try somebody else. How about someone from an outside group? Perhaps the university could place someone within the school to work with the intern. But then you get criticism from experienced persons within the school system. As Dr. Donovan said to a group of us who met with him last week when we suggested that perhaps some universities should be involved in programs within the schools because of their extensive research resources, "Oh, yes. Whenever the universities come in on these things they learn a great deal from us." I might say that this is probably not Dr. Donovan's feeling alone. I am sure that many teachers and supervisors in schools feel this way also.

Some people suggest that the classroom teachers take on this job. Why not create a situation in which an intern can rely on other classroom teachers and at the end of his internship the classroom teachers who have been involved in his training will play some role in determining whether the intern has made it or not. All of this sounds very nice in theory, but if you think about it and ask yourself how many of you would want to have the responsibility of deciding that somebody has not made it and is perhaps out of a job, would you accept it? Some would and some wouldn't. But this is the kind of problem that would present itself in such a situation.

So there are all these kinds of ideas about internship programs, and all of the questions about them are open: who conducts them, what is taught, what is the proper length of time for the program, how do you finally evaluate it, and who does the evaluation. I think that both the classroom experience we've been talking about giving teachers and the intellectual background they should receive are problems that nobody, at this point, knows the answer to. We're groping, and it really is something like "you have it or you don't" now, because when everyone is hurled into the lion's den it's true that either you have it or you don't.

A few years ago I suggested to a number of people some research which I think would be rather interesting and could perhaps be crucial to an understanding of this whole business of training teachers. And now I'm back to my pet proposal. Let's take five-hundred teachers who have never taught before and let's meet with them just before school opens, two or three days before they meet their first class. Then, let's meet with them after one or two days in their school -- after they've had their orientation, and after they've become acquainted with their room and their children's records, and after they've had their first conference. At that time I think we should ask these new teachers a number of questions. One of these questions might be, "You have a class which is going to be rather difficult because they're not on level in reading -- what are you going to do?" Now, they've all come from institutions of higher learning which provided them with answers to questions of how to motivate children. "We'll take trips, and we'll start a class newspaper, and we'll use the following experiences..." and they'll give a list of things which they will be absolutely certain will accomplish the purpose. Then we ask them, "What's going to happen the first time there is some kind of blow-up in the classroom and you find yourself unable to handle the situation?" You will get this answer back of course: "We just had our first faculty conference today and my principal told me that the door to his office is always open and I'll just go up there or send a note..." You ask several other questions and soon you have a good picture of what the teacher believes the situation to be and believes he is going to be able to accomplish.

Four weeks later, go back to the same teachers. Ask them what they did with each of these problems. I think that you will find that many of them were not able to carry out five per cent of the things they thought they were going to do. I think they'll tell you that the first time they went to the principal because his door was always open they were observed a few times, were asked to write a lengthier plan book, and were given a number of chores -- so that they got the message, of course, that he really didn't want to be bothered. I think you'll find frequently that many of these teachers, within this very short period of time, will have really given up and proceeded to develop the appropriate defense mechanisms. Those who are still there after four or five weeks have learned how to survive. They've learned to do certain things which will help keep the children quieter, which will enable the children to move around the room in a more orderly fashion, and which will convince everyone around -- fellow teachers, the principal, the assistant principal, visitors to the school -- that they are at least holding on to the situation.

What can we do about this? How can we prevent the development of this tremendous amount of non-teaching which develops in a perfectly logical way, in self-defense, because this is what works if you do it right away? At a conference of supervisors last week I suggested a couple of simple ideas, although they obviously are not meant to solve an entire problem. One of the things I suggested was that a new teacher be given an opportunity, perhaps during summer school or maybe even at the very beginning of a school assignment, to go into a class and to organize it over a two or three-day period. If that teacher after those few days feels that he or she is a complete failure and that the class has complete control of the situation, why not give the teacher a second chance in another class? Or perhaps in a third class, if necessary, or a fourth one? Why should we consider that teacher a failure on the basis of one attempt? Why should we drive that teacher to develop and exercise defense mechanisms which are not only unjustifiable educationally, but frequently impair the children's progress as well. Now, I think that even more interesting than this idea was the reaction it received at this conference. The almost universal response from the administrators was that this would create great administrative difficulties. You would have too many records, room numbers, name plates on doors, and other things of this sort. That was the response, and in it we have reflected once again the constant conflict between administrative convenience and new ideas that might make sense.

In closing, I want to underline my last point. I think that one of the major keys to this problem of teacher training is that at the present time we allow a teacher only one failure. The new teacher goes into his first class and if that teacher fails in the first few weeks he is likely to be a failure for the rest of his teaching career. Something must be done in terms of teacher training in order that we may bring new teachers into our schools and allow that large group of people in the middle who either have it or don't a number of opportunities to demonstrate that they do "have it."

CHAPTER III

THE TEACHERS ADVISE AND DISCUSS

Monday morning was devoted to the discussions of the consulting classroom teachers and the university professors: Each grade group of eight teachers met with three professors, one of psychology, one of sociology, and one of education methods. On Monday afternoon, the conference was joined by directors of teacher-education in colleges of New York and New Jersey, by instructors in the field, graduate students and guests. Dr. Allan A. Kuusisto, Assistant Commissioner for Higher Education, New York State Department of Education, opened this session.

"On Sponsoring A 'Not-the-Usual-Type' Conference"

It's a pleasure to be here representing the State Education Department to help inaugurate this conference. Down here in the city, I am told that Albany is regarded as a mystical, impersonal place that dispenses money and power inequitably and inefficiently. I feel that this Yeshiva conference may well represent one of the best and wisest uses of taxpayers' dollars. I'm also here to personify the bureaucratic, impersonal mechanism known as Albany, particularly the State Education Department. We want you to know that we're human beings up there, suffering under all kinds of burdens and problems. We enjoy opportunities such as this to relate our red tape, hopes, and fears to you.

Attending the conference with me are three members of the staff of the Division of Teacher Education and Certification, resource people who are much more closely acquainted with the problems of teacher education and training that I am myself, and I'd like to introduce them to you and ask them to rise and be recognized. First, Miss Rae Schroeder of the Bureau of Inservice Education. She's a vital person in terms of this conference because she actually dispenses the money. Then, Dr. Vincent C. Gazetta, Chief of the Bureau of Inservice Education. And third, Dr. John A. Granito of the Bureau of Teacher Education. John is associated with the Conant Five College Project. We have a grant from the Danforth Foundation along with funds from the State to try out some of the ideas about training teachers that James Bryant Conant introduced in his book on the education of teachers.

Funds to support this conference came from Title I of the Elementary and Secondary Education Act of the Federal Government. Perhaps it's no longer unusual to have a conference in which a state agency allots federal monies to a private university calling on local school teachers and both public and private university people as its consultants and conferees. To me, though, what now appears commonplace is still no mean trick if considered in the long sweep of our educational history. I'm hoping that this kind of collaborative venture between all levels of government and between public and private institutions represents a portent for the future. What is perhaps more unusual is the topic, "Improving Teacher Education For Disadvantaged Pupils." Suddenly this topic is appropriate. Let us hope that our interest is only the opening gambit in a sustained effort to cope with this problem and not simply a fad that will fade with the first change in emphasis on the part of politicians and even educators.

Most unusual about this conference is the opportunity it provides for consulting classroom teachers and college professors from relevant fields to hold what may best be termed "eyeball-to-eyeball" meetings in which they share one another's insights and experiences regarding this critical topic. So often college-level people and high school and elementary people talk over one another's heads and do not communicate. Here's a situation where they're confronted with one another in situations which compel communication. If we are to succeed in this great nation-wide effort to educate the disadvantaged youth, then there must be articulation between teachers at all levels. The research of our psychologists and sociologists and the pre-service and in-service programs for teachers drafted by our teacher education people must be directly and consequentially related to what's going on in the classroom. There must be feedback both ways. I would like to think, therefore, that the discussion which went on here yesterday and which will continue today and tomorrow, will provide guidelines for more effective teaching of disadvantaged youth. I would like to think, also, that this conference will be truly historic in its effort to bring about a successful working relationship between college and school people. This is why we in the State Education Department are pleased to put some of the federal dollars we have been given the opportunity to spend behind this venture.

Of course, this is not our only support to Yeshiva, nor is it the only form of innovative effort by colleges and schools that we support. Whether the funds be federal, such as N.D.E.A. Title III, or Elementary and Secondary Title I or Title II, or state funds, we have in the State

Education Department tried to put them to work in support of creative and fresh approaches to training teachers, whether in pre-service or in-service efforts. Federal funds have given us a fresh and sizeable impetus for coping with the problems of the disadvantaged on a categorical basis. State funds have helped us in this area too, although they have been adaptable for use where we have felt the need has been greatest. I think it may be important, however, to underscore one fact that tends to get lost as we cope with the Great Society funds from Washington, and that is the fact that New York State has been investing hundreds of thousands of dollars in this kind of creative, innovative educational venture for several years.

The money that we dispense at the Division of Teacher Education level goes both to colleges and school districts. This spring we have supported locally-oriented inservice projects in eighteen school districts for 493 teachers of the disadvantaged. We have supported programs in colleges in New York City providing grants for 480 teachers of the disadvantaged. At Brooklyn College we are supporting a New York City program for training 50 liberal arts graduates to become teachers of the disadvantaged. Still another program we're supporting in the city seeks to prepare instructional aids to be used in the teaching of such children. We're helping pay for conferences and inservice programs in a Brooklyn slum school in an effort to develop it into a model school. Another program in Queens provides for a workshop for teaching disadvantaged children, emphasizing mathematics and language arts, for 25 New York City teachers. We have programs at Brooklyn College, Hunter College, and City College, aiming at the special problems of Puerto Rican youngsters. We're investing public funds in training teachers all over the state, 1000 of them, in methods, instructing, and reading. This list is illustrative, not definitive.

And yet, in spite of all the money we dispense and the programs that are being carried out as a result, I'm sure that most of us feel that we're still in some sort of twilight operation in terms of what we really know about the nature of teaching the disadvantaged. What makes Yeshiva's Project Beacon a particularly hopeful venture is that its premises are both so daring and so sensible, at one and the same time. It is a kind of operation that will, I am convinced, carry us from twilight into hopeful morning. My commendations to the deans and faculty of Yeshiva for their imagination and energy on behalf of learning how best to teach the disadvantaged and my best to all of you in this select group of conferees in your efforts to help find ways to solve one of the greatest problems of our time. Thank you.

At this time each of the four teacher-recorders reported what his or her grade group had attempted to convey to university professors of psychology, sociology, and methods-of-teaching in their session earlier in the day.

Early Childhood Group

Noting the difficulties of attempting to present in a brief report the most vital aspects of an intensive two and one-half hour discussion, the recorder summarized this group's meeting in the following points:

1. A closer examination of the disadvantaged child is necessary. The techniques that teachers use with him are primarily the same techniques that they would use with all children, disadvantaged or not. However, even at this early stage of his schooling, the disadvantaged youngster is obviously different and is already presenting different kinds of problems to his teacher. Teachers need to know how this child differs from other children before they can determine how to deal with his problems. What are some of the characteristics that we observe consistently in the disadvantaged child?
    a. He has derived certain strengths from his difficult situation in life. Of necessity he is unusually independent and self-reliant. And he is amazingly adult in a number of other ways because of his early exposure to an adult world of experiences beyond his comprehension and control.
    b. He tends to be non-verbal, hence he needs to be drawn out a good deal more than a middle class child. In many cases the disadvantaged child's experience with adults has not been a positive one and consequently a teacher needs to spend a great deal of time engaging him in casual conversation before he loses his uneasiness and distrust -- before he "feels sure of you."
    c. This child clings tenaciously to his possessions and is in general extremely conscious of "my own." He needs to learn how to function in a group, how to share with

others. After a time, he does seem to operate well in a group.

d. This child is physically demonstrative. His hostilities seek a violent outlet. His affections demand physical closeness: he wants to touch you and he wants you to touch him.

2. Most teachers in ghetto schools come from a background that is very different from that of their pupils and as a result their initial encounter with these children is often shocking, frightening, and depressing. For this reason a teacher must be conditioned in his or her university years to stand up well under the special pressures of this kind of situation. Student teachers should become involved in the disadvantaged community as early as possible. They might work part-time in community centers or settlement houses, taking the children on trips, leading recreation sessions, etc. Or they might "adopt" one child at a time and attempt to translate some of the theory they are absorbing into meaningful human terms. In whatever manner the process is undertaken, however, it is important that it involve physical proximity to the child and the community and that it accustom the student teacher to the fact that effective work with these youngsters is not the fruit of a nine-to-three job, but rather that it is accomplished only as the teacher regards school as an extension of the home and community environment of the child.

3. University courses in psychology, child development, and

sociology are very helpful to potential teachers, who should be exposed to more of them. "Techniques" courses are good, too, but only insofar as one can actually see the techniques applied. For this reason student teachers should be brought into the schools regularly and over an extensive period of time to observe both the classroom teacher and the college instructor demonstrate methods.

4. The More Effective Schools policy of placing two teachers in a classroom or of having four teachers work with sixty-six children is very good. Naturally it is a difficult situation for a teacher to adjust to, but many positives result from this kind of experience. Planning is group planning. Teachers must give up the idea that "these are my children" and work on the premise that "these are our children." They learn what is effective teaching by both doing and watching, and by discussing the children with others who are in the same sphere and on the same level of authority. Consequently they develop the strong morale that is conducive to a vital and inventive teaching atmosphere.
5. There must be some method developed for screening out teachers who are psychologically unprepared to work with children.

Middle Grades Group

The recorder identified four major problem areas that had concerned this group: 1. discipline, 2. the "disinterested parent", 3. remedial reading, and 4. teacher attitude.

1. Discipline - Effective methods were discussed. It was agreed that a teacher must come to know her children as individuals in order to deal with them effectively in matters of discipline. Under the More Effective Schools Program this is not as difficult as it is in other schools where the teacher is responsible for a larger number of pupils. If a teacher knows her children well she would be able to anticipate problems before they arrive and act accordingly. She will also tend to maintain her calmness and self-control if she is confident that she will never be taken totally by surprise. Knowing pupils well enough to "speak their language" frequently helps them to realize (in a discipline situation as well as in others) that you are "with them." And it was agreed by all that the ability to maintain a sense of humor is a decided asset in any situation.
2. The disinterested parent - The professors asked the teachers what characterized this kind of parent, then wanted to know what they thought was responsible for creating such a parent. The teachers defined a "disinterested parent" as one who obviously neglects his child's personal needs (health, etc.), does not respond to progress reports on the child, and ignores invitations to visit the school. The parents' personal, economic, or family problems are usually responsible for this apathy: they are overwhelmed by their cares to the point where they are simply unable to deal with them as they should. Parents who are in relatively superior economic situations

tend to display more interest, as do parents of young children. The latter group is more responsive to school activities in general than are parents of upper-grade children.

3. Remedial reading - In this area it is of the utmost importance that each child have individual attention. Teachers must attempt to motivate pupils by including as much interesting concrete material as possible. The question was raised as to whether these children display a natural desire for growth and progress in reading, apart from teacher or parent pressure. Teachers felt that frequently, in an individualized reading program, children exhibit this tendency. When asked what they thought about criteria for grouping children intially and re-grouping them as they progress, the teacher indicated satisfaction with the procedures recommended by the Board of Education.

4. Teacher attitude - The group probed the problem of the middle-class teacher working in a disadvantaged area. Should middle-class goals, which most teachers felt are primarily materialistic ones, be imposed on these children? Are these the goals to which these children should be encouraged to aspire? The opinion was then expressed that the goals of the children would quite naturally be those that dominate most of our society. However, in a ghetto area we frequently find children who are involved in a great deal of inner conflict because the values and practices of their particular sub-culture are not considered or even acknowl-

edged by those who represent the dominant culture - the middle class teacher. If teachers are to help disadvantaged children resolve this conflict they must be able to assist them in achieving a meaningful integration of dominant and sub-culture values. In order to do this, new teachers must emerge from their preparation armed with knowledge of , and a healthy and respectful attitude toward people of backgrounds different from his own. One instructor worded the challenge when she suggested that we learn to "educate diversity by diversity and through diversity."

Here, obviously, are some implications for teacher education. University professors were charged with formulating courses that would permit the student-teacher to bring out into the open prejudices and fears that he might or might not be aware of (possibly in a group-therapy situation). It was also felt that potential teachers should be forced to examine and perhaps to reassess the motivating factors in their own lives. It was noted at this point that the attitudes involved in this relationship between the disadvantaged child and his middle class teacher reflect sharply attitudes within our society as a whole -- one of the crucial problems yet to be resolved in our century.

The school system is also partly responsible for negative teacher attitude. The fact that young teachers are forced to work in disadvataged areas because no one else wants to serve there and the poor conditions that teachers in these schools must work under naturally do not result in a positive outlook on the part of many new teachers.

It was felt that in this area, as in so many others, the More Effective Schools Program has been responsible for significant progress in changing this attitude.

Junior High School Group

This group spent a great deal of time discussing teacher attitude and areas closely related to it. They felt strongly about the following points:

1. The schools of education should be responsible for exposing the prospective teacher of the disadvantaged to a disadvantaged community for at least two years prior to his entering a school in such an area as a classroom teacher. At the end of this time both the student teacher himself and the school of education should examine the student teacher's attitudes and feelings in order to determine whether he is ready to meet appropriately the needs of disadvantaged youngsters in a classroom situation. It was suggested that prospective teachers be introduced in their junior year into a ghetto school as observers and/or into the disadvantaged community as community workers. In this way they will have time to become familiar with and develop understanding of the attitudes, the values, and the way of life of the people they will be dealing with as teachers. And, in some cases, it will give an individual time to change his mind about wanting to teach disadvantaged children. During this time the prospective teacher would require constant guidance. This kind of consultation should be the responsibility of both

the university professor and the classroom teacher under whom the student works in the school. All three individuals involved, as well as the school system, would benefit from this situation, for it would provide a continuous bridging of the gap between educational theory and classroom practice.

Even after a teacher has had this kind of experience, has been licensed, and has been assigned to a classroom, training and consultation should continue. The need for additional course work will most certainly be felt by the novice teacher, and an opportunity to discuss difficult classroom situations as they arise should be provided. Also, the teacher may be uncertain about and require guidance with respect to the role he or she should fill in the disadvantaged community as a whole.

Again and again the group emphasized that throughout this lengthy process both the college professor, by being continually drawn close to (better yet, into) a classroom situation in a ghetto community, and the experienced classroom teacher, by being steadily exposed to new educational research and theory, should benefit greatly from this kind of program.

2. "We teach people, not classes." It was felt that many teachers are uncertain of their goals in teaching. Some seem to feel that their aim should be to fulfill expectations set forth by the community, the Board of Education, the colleges, etc., and they are frustrated when they feel they have not

achieved these goals. This is unfortunate, because a teacher's goals should take form as he works with and as a direct result of his contact with the children. Only through rigorous self-examination and a thorough understanding of the boys and girls in his classroom can a teacher decide whether others' expectations represent goals that will be meaningful for each child.

3. What about the teacher who has become "cynical"? He has more or less ceased to function as a teacher, yet he is fairly comfortable where he is and has no intention of leaving his job. Can schools of education reach these people? Perhaps. In light of the fact that they are required to take courses, their attitudes might be drawn out, and causes for and possible modifications of these attitudes explored. This is an area that needs some attention.

Senior High School Group

The recorder reported that a review of his minutes revealed a striking similarity between the thinking of this group and the other groups. This group concerned itself primarily with the strengths and weaknesses of their college preparation to be teachers of the disadvantaged. They felt that, in general and over-all, they had not been prepared to meet "what was to come":

1. Inability to relate to pupils: irrelevant curriculum, unable to communicate with pupils.
2. Discipline and delinquency problems. (There is no preparation for this in the colleges.) Also, sleeping in class, failure to do homework, shocking language, and truancy.

("Pupils are in the street, not in the classroom," both literally and figuratively.)

3. Enormous amount of clerical work.
4. Poor supervision by supervisors.

Professors asked what the teachers had been taught in their preparation courses that had proved useless to them, or even a drawback, in the classroom. The teachers' strongest feeling was that prospective teachers are taught about the academically minded or self-motivated child, not the poorly motivated one who really must be _taught_. In this way, they felt, teacher-education courses are unrealistic; hence, to a large degree, they are useless to a teacher of disadvantaged children. What specifically did they think was lacking in their teacher training courses? What should be included that isn't?

1. A long enough training period. Teacher preparation courses should begin within two years of the time a student enters college.
2. Preparation to handle small-group instruction. Beginning teachers should know how to carry on lessons in several groups simultaneously.
3. Information about the various community agencies and programs that can provide resource for teachers of the disadvantaged, as well as instruction in how to use materials and facilities that such resources might provide to the best advantage of the students.
4. Instruction in how to teach pupils who are on one level of development physically and emotionally and on another

academically -- that is, those who have not attained an average level of comprehension and language ability for their age.

5. Enough human relations courses. In general, teachers of the disadvantaged should be well acquainted with all the factors that come into play in a disadvantaged area. A firm knowledge of the history and sociology of the area in which a teacher expects to serve, as well as familiarity with the sub-culture of that area, is essential. Courses in psychology and guidance should be taught by experienced professionals.
6. Exposure to the job world of the disadvantaged youngster, for these are vocationally-minded boys and girls.
7. A student teaching program, begun as early as possible, which requires that a prospective teacher spend a substantial amount of time in the disadvantaged community.
8. A dynamic teacher-university relationship. This exchange should continue after teachers reach the classroom. A good way to begin such a relationship would be to have practicing classroom teachers employed as consultants by the university.
9. College students who are preparing to teach should be encouraged to stand up and be counted on social issues -- to be active in today's social revolution. In this way we may begin to combat the image of the classroom teacher as one who is "afraid of his own shadow."
10. A course in classroom management, designed to prepare the new teacher to take on an inundating amount of paperwork.

Dr. Gordon called for reactions from the university professors, encouraging them to say what they thought and how they responded to their morning meetings with the classroom teachers.

Professor Minor said she was interested that the talk in her group centered on teacher attitudes and how these are developed, and on pupil attitudes towards teachers. She thought we need to look at how attitudes are developed and only then carry on profitable discussion about the content of college courses to develop attitudes. "Can they be developed in a course and by learning what attitudes should be, or are they changed by focussing on the task you have to do?" She raised a question also about the curriculum at the different grade levels and how their content and organization "really send out a message that shifts attitudes."

Professor Hopp discussed his belief that we can teach attitudes and that one of the problems in making the teaching-learning act more meaningful is our fear of admitting that we are all manipulators, with perhaps one subtle difference: As teachers, we announce our purposes. However, "we get caught up in a kind of morality about manipulation and then have tremendous guilt feelings about the fact that we're manipulating and shy away from it. We need to differentiate between the negative connotations of manipulation and the much more positive ones which are part and parcel of the teaching-learning act." He expressed his appreciation to the junior high school teachers' group for he felt he had learned from them - one of the purposes of the conference - and commented on the use of the curriculum to help people identify and clarify their own self-worth. "(The idea) is rather new -

about 45-50 years new!" He said he didn't think this conference or any like it would make any difference, but he would like to be proved wrong. Perhaps a follow-up conference would enable those present to say what they had been able to accomplish between the two meetings.

Dr. Bensman commented briefly on the attack by his group (the senior high school teachers) on the university professors for being responsible for all the ills of education today and expressed his opinion - from listening to them - that they are all good teachers. "One got the feeling of their direct attempt to reach the students." He wanted to make explicit a problem the teachers implied: "What can we do to teach a teacher, or get a teacher, to give and to respond directly to his students?" He though these teachers ignored vast parts of the curriculum, the syllabi, the courses, and their own teacher-education to get to the direct and immediate needs of their students. Administratively, they might be viewed as "bad teachers", but he thought that almost any good teacher has to do these things.

Dr. Gordon introduced Professor Ceraso,* pointing to his interest in learning theory and our need to bridge the gap between practice and learning theory. Dr. Ceraso noted his particular interest in knowing what the disadvantaged are like because his research is primarily with college students, "in work that's been going on for 85 years - and we still don't know much about it. The first question I asked of the teachers was 'What are the problems which are peculiar to the disadvantaged?' The teachers' comments seemed to resolve themselves into two categories. One was that because of the different cultural backgrounds

* See Appendix B

of the teacher and the pupil there was a problem of communication. A second general point was that the pupils were not motivated to do well in the classroom. After a short period where examples were given to elucidate these points, the teachers went on to state that there was very little in their teacher-training programs which addressed itself to these two problems. The solution, then, seemed to the teachers to lie in a revision of the teacher-training curriculum. Each teacher had a list of courses which he believed should be included in the curriculum to fill the gaps as he saw them.

"My feeling about this approach is that it is probably misguided. I simply do not think we know enough about motivation, communication, etc., to be able to teach people to apply this knowledge in a useful way. Trying to teach people to apply principles which are not well founded would, of course, be frutitless as well as demoralizing. I was most impressed, on the other hand, with the evidence coming from the teachers that they had learned to be teachers on the job. The inference I would draw from this is that on-the-job training should be strengthened.

"Would I suggest any changes in the formal teacher-training? I was struck by what seemed to me to be a weakness in the part of the teachers to analyze - in a theoretical sense - the problems they faced. Beyond saying something quite vague about motivation and communication, the teachers did not have an analytical attitude with respect to their subject matter. The suggestion I have may be impractical, but it is one which has been followed in clinical psychology, which - as an applied area - faces many of the same problems as does education. One of the important aspects of the training of a clinical psychologist is the inculcation of the theoretical and research orientation. It is hoped that the clinical psychologist is not only a user of knowledge of general psychology, but because of his training and orientation, is also in a unique position to add to that knowledge."

Dr. Gordon called on one of the high school teachers(for comments) who expressed his "gratification" at "being here and being able to express my feelings,hostilely, angrily, viciously." He questioned the state-recommended science curriculum which had been tested upstate and then applied in schools that served a very different population; the value of firing the enthusiasm of science teachers in National Science Foundation institutes who then return to teach pupils with retarded reading and conceptual levels. "As a result of this, the contradiction becomes more and more intensified and we are forced to teach the very program that is contrary to the experiences in the urban communities we are teaching in." He condemned undergraduate and graduate instructors in education for failing to prepare young people to teach disadvantaged children since they themselves did not recognize the differences in dealing with middle-class and disadvantaged children and for perpetuating approaches that were not appropriate for the latter. He advised that the state set up an unstructured school for these children with men like David Reisman, Marshall MacLuhan, and Sol Gordon (director of Project Beacon) as a board of directors; that the successful methods used in World War II by the V-12 and ASTP program be instituted in schools to overcome the language difficulties of disadvantaged children, and that classroom teachers be involved in the preparation of in-service teachers rather than college instructors who had no roots in the community. He thought it important for teachers to be members of the whole range of civil rights organizations and so help to change hiring policies throughout the country. "It makes no sense to get them (the youngsters) into a settlement house and play pingpong with the kids. That's NOT the problem. The problem is how to get a job!" Since the curriculum for teacher education has nothing to do with the difficulties that disadvantaged youngsters face, this teacher thought this, too, must be changed.

Dr. Kurzband* responded that he thought it odd that these remarks should be made at Yeshiva University which has Project Beacon whose purposes and goals are all the things this teacher thought a college should be doing, (including this Conference) and that its activities were the beginning of a trend. He continued by voicing his interest in the relation that had developed at the Conference: "Maybe we'll know a little bit better in the end how this Conference has functioned in terms of university professors learning from the classroom teachers." He raised the question of where the change is going to come from and listed as possible sources of such change, 1) classroom teachers teaching college courses - when college instructors bring their classes to ghetto schools; 2) universities "adopting" campus schools; 3) newly-instituted school programs including a college consultant in their organizing plans.

* See Appendix B

He wondered where leadership from the classroom teachers would arise. Perhaps through such leadership the previous speaker's questions and criticisms might be answered. Dr. Kurzband hoped that the Conference would be a beginning effort "to analyze the exact ways in which chosen teachers, in cooperation with a professional organization, could direct their attention to specific ways of making these changes function in the schools."

Dr. Jules Kolodney, executive director of the United Federation of Teachers, said he'd like to respond to the challenge of teachers taking leadership. Teachers, he pointed out, had long lived in a system where decisions were made by others rather than by themselves; where teachers were invited to "participate" in decision-making that had already taken place. With the relationship of the United Federation of Teachers and the Board of Education now established he thought there would be a more equal distribution of power - an administration willing to share authority. "A few schools might institute this kind of give-and-take and, with the pride and status that comes from professionalism, it's more likely to spread." But, he cautioned, this demonstration of leadership would take time.

After a brief pause over coffee, the university professors gathered for their own discussion and the others returned to the assembly meeting. Dr. Koenigsberg opened this session by asking classroom teachers if they would respond to two questions: 1) What do you think makes you effective teachers with disadvantaged pupils? 2) What do you think the university professors learned from you this morning?

One high school teacher answered that he couldn't say what made a good teacher; he thought it was a matter of personality. What he did in his classroom perhaps no other teacher could do, and vice versa, he might not be able to do what was effective for another teacher. He added he was troubled by the matter of attitudes: He wondered how a college instructor could formulate attitudes about teaching and about teaching the disadvantaged if that college instructor never got into classrooms and to listen to teachers, "even if we tell them things they don't want to hear."

An elementary school teacher responded by urging his colleagues to stick to the purposes of the discussion rather than criticize the professors. He thought he had been most effective when he could work with the children in small groups, whether he was teaching content or study habits. In this way, he could help them become ready for independent and committee work in secondary school.

A white senior high school teacher asked to read a statement he had prepared:

"I'm not mad at anybody, certainly not mad at professors. I believe that essentially they are our allies, not our real opponents. Neither am I mad at education courses, because I don't believe any one course can drastically help us to help the disadvantaged in America. I think I am mad at something called "society", an American society that bears the roots that tend to debase so many people and not solely the lower class we euphemistically call 'the underprivileged.' This debasement is our real opponent. Our democracy has not yet learned to put the highest premium on people, on human beings. It's more centered, perhaps, in General Motors than it is in the general welfare of the American people. The way we use our wealth, our attitudes, both in foreign affairs and in our domestic life ,reflect not a deep concern for human life but for violence and cynicism. Our lack of intellectual leadership is keeping us from translating our educational and social problems into terms that are positive and fruitful of results. We lack a dynamic perspective for the future of America - and I mean the great masses of Americans.

"I'm for a partnership of all the groups in the community and the college where an open mind can explore the alternatives for change. I think we ought to spell out what these alternatives are, for all people. We're all agreed that methods should be related to purpose, that methods can never be cast in rigid molds because learning is diverse as life. But many of us here disagree as to what kind of life we want. I think that if the teaching profession can ask the question "what kind of a world would I like to live in?" and perhaps answer it, we may have some very good attitudes. But I believe that attitudes come from a world commitment. We must make a commitment somewhere in our democracy. If I am a good teacher, and I believe I am, it may be that my own commitment carries over in my teaching and that my students have realized that we are working together and not in opposition, to change the face of American democracy. Through these changes, we are changing ourselves as teachers as well as those we call 'the disadvantaged.' Thank you."

The speaker's attention was called to Cloward's thesis of expanding opportunity to prevent juvenile delinquency which was the rationale for the proposal that eventually became Mobilization for Youth.*

Asked if he could say why he was effective with disadvantaged youngsters, this man talked about his own background as a high school dropout who became a factory worker. There he learned through the workers and his union what it meant to work cooperatively for common ends, and he is continuing to do this as a high school teacher who is a member of this union. He felt that, as a result, he was able to communicate to his pupils this feeling he has. They have recognized his sincerity and work with him. He has found them "incredibly rich in language and in ideas."

Another man described his activities in a special program where he is resposible for 20 boys in a homeroom and several periods each day. "I don't know whether I'm effective for them, but I enjoy going to work in the morning. I've been offered other jobs, and I've turned them down. ...One of the greatest compliments I ever got was when one of the boys got into trouble in the hall. He said to the teacher in charge, 'You can't touch me! I'm one of Mr. ____'s boys!'"

Dr. Koenigsberg commented on the remarks from many teachers indicating that each had established some personal realtionship with his pupils. She asked whether the teachers thought there was an implication here that disadvantaged youth in secondary school should have, if not a specific adviser, then fewer teachers to relate to during each school day. One teacher replied that, in his opinion, what was important was not the number of teachers the students met but the dedication of the teachers they met. He described his efforts at being personally concerned for the students in his class and being available to them in school and in his home at all hours of the day and evening, including weekends. This makes the teacher feel he's doing something specific for the youngsters and they in turn feel "you're there."

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* Mobilization for Youth, Inc. A PROPOSAL FOR THE PREVENTION AND CONTROL OF DELINQUENCY BY EXPANDING OPPORTUNITIES, 1961.

Mr. Schwager pointed out that there was an implication here. Both college instructors and teachers assigned to the Board of Education for administrative duties need to go back to the classroom periodically for an assignment with youngsters so that they can remember how important is this personal relationship just described to the teaching-learning situation. They could then convey this understanding to college students and to their associates.

A college instructor of education made the point that rather than talking about techniques of teaching he saw a need for more dedicated college teachers to prepare dedicated school teachers who feel committed. He thought young people need a philosophical base for their practical actions and his college was now trying an experimental program to develop in its students such a (or a relevant) outlook. Another college instructor thought that perhaps, "A good teacher is a missionary - missionary for society, a missionary for humanity." He invited classroom teachers to follow his lead and to become college instructors who could not be charged with being "an ivory tower professor."

A Negro teacher protested that we don't need missionaries and the missionary attitude is one that we could do without, for it carries an implication of superiority. These children may be disadvantaged, but they are not culturally disadvantaged - one had only to listen to the radio to see the African musical culture reflected in our own lives. She expressed the opinion that the conference had gathered because the disadvantaged posed a threat to the majority culture unless their needs were met. If we continue to think of a "good" culture, then these children would be thrown into a "culture conflict". In response to the question, of what makes her an effective teacher, she said she relates to her pupils. She uses their every-day expressions, draws on their experiences and relates whatever learning she can to their own situation; she shows her Negro pupils their contributions to society.

A white teacher also maintained that she was very suspicious of the missionary spirit. She went on to point out that teachers who were capable developed a professional sense of self-respect about their work and then found that they were taken OUT of the classroom, out of teaching, and made into guidance counsellors or administrators, "or really elevated - into a college professor. We're in a pioneer stage, where we need desperately people with our kind of practical experience to make some kinds of generalizations for future thousands of people who'll be doing our job. But I would think twice before leaving the children who are the people to whom we responded in the first place, out of our professional self-respect and respect for them."

Dr. Kurzband responded to those comments by describing a program at a local university where he serves as an instructor. Cooperating teachers replaced the college supervisor's position with the student teachers. The cooperating teachers were paid (not for their work in the classroom but) for coming to the university for afternoon seminars where they discussed their observations of the student teachers. As a result, two things happened: The teachers were recognized and their services paid for; and they were given the title of "teaching associate" at the university and given the status of being part of the college staff. Classroom teachers can remain in the classroom and still get recognition also by being brought into a college classroom - as Dr. Sol Gordon plans to do - on a regular basis. Dr. Kurzband mentioned that a number of experiments were going on to bring together the classroom teacher and the university - among them Dr. Conants's idea of the clinical professor. He pointed out how such a position might fit into the structure of the city's public school system and of the colleges. "The goal I'd like to shoot for is an intertwining so that you can't tell where the school ends and the college begins and vice versa."

The first teacher to respond spoke, again, about the relation of the colleges to the schools. He thought the current arrangement for observation of student teachers created "the problem of permanent precariousness" rather than cooperation between supervisor and student teacher. This feeling, he believed, continues into the relationship between appointed teacher and school-system supervisor. "I'm trying to get the child's interest so that he can learn to read and write, and express himself." But the supervisor questions the teacher about just what he's teaching - it isn't required curriculum! This teacher thought a block-time program with fewer subjects (rather than the traditional four majors five times a week and minors less frequently) was a better arrangement for disadvantaged pupils. "Then, as a biology teacher, Idon't have to worry about stepping on the toes of the English teacher. If I want to take the kids out on a trip and dig for fossils, I don't have to get permission" from all the teachers concerned. He decried the use of the term "disadvantaged"; rather, this is a child who doesn't know how to learn and has to be taught how, just as children of other ethnic groups needed this help in generations past. He does learn from television; how DOES he learn there? "I don't know, but we'd better start learning about the topology of education so that we can fit our needs to the time. I submit very strongly that what we have to do is give the child a completely different kind of education in school."

The discussion that followed for some time - between the classroom teachers and representatives of the school administration - centered on practices and points of view of the two groups about their respective responsibilities in the matter of the disadvantaged learner, his inability to learn, and appropriate curriculum. Mr. Beagle, chairman of the United Federation of Teachers' More Effective Schools expressed the opinion that the purpose of the Conference was being achieved, for there was "the beginning of communication between the ivory-tower professors and some of those in the front line trenches," and he discussed the contribution of the More Effective Schools to improving education for disadvantaged youth.

The chairman directed the attention of the classroom teachers to the question in the theme of the Conference and several teachers responded with what they thought the university professors had learned from them.

1. There is no panacea or formula for an effective teacher. In part, it's dedication; in part, it's realization that there is no "finished" teacher. "It's working on ourselves as well as trying to work on our children."
2. "The colleges cannot be far from where the school is and the school must open its doors to welcome the colleges and would-be teachers."...Part of what we learned today from each other is that with open lines of communication and a willingness to accept what each one has to offer we'll come down to the basic-the child who's there!"
3. "They learned how many problems we have. Usually we have everything beautiful and quiet when professors visit us. Today, a professor said to me, 'I'm very happy I spoke to you.'"
4. "One thing they got from us is that we can't wait for educational theory. If we have to wait to develop a philosophy about how to teach disadvantaged children, with a time-lag of many years, we will be throwing away potentially talented teachers. We need people in the classroom this September and every September after that. If we have to develop a philosophy of education, let the philosophy wait two or three years."
5. "That we are willing and anxious to have this interaction. If we open up the schools to the colleges, the colleges will be able to see what the problems are and work in a reality-framework, not be theory-based."
6. "We talked about new attitudes towards the children. This is where we hoped the college professors were listening."

The floor was opened for comments from anybody who wished to make them. Mrs. Hortense F. Jones, representing the Board of Education of the City of New York, commented on the lack of defintion of terms that were used frequently. There was talk about "children", but at times the talk centered on Puerto Rican and Negro children, at other times on "poor children." These are not necessarily synonymous. She thought we needed to discuss the school's commitment to ALL children because all of them need to learn. She pointed to the use of the term "middle-class" values and the criticism of these values with no clear definition of what was meant. And she expressed her opinions about some of the afternoon's discussions centering on the need to help all children acquire the basic academic skills they MUST have if they're going to compete in this society.

An elementary school teacher said that rather than "more of the same", which some people thought was an appropriate curriculum for disadvantaged pupils, teachers must start thinking about discovering children's interests, about being flexible so that these can be discovered. He thought two areas were important for these children. One is the "cultural area (for which) the textbooks are off-base, but with a lot of publicity this is slowly changing. The other is communication in two languages, "dialect and what we say is right." He commented also that several of the teachers explained their own effectiveness by saying they spend time talking to individuals. He thought, that the question to be asked, then, was "How are we going to teach more effectively in small groups?"

Mrs. O'Daly responded that she did not want "more of the same" for disadvantaged pupils and discussed some of the changes she hoped to see.

A nursery school teacher voiced her pleasure that Mrs. Jones had brought up the subject of "middle-class values", for the term had been used in so many different senses. She thought both that term and "sub-cultural goals" need to be examined.

CHAPTER IV

"The Relation of Research in Psychology, Sociology, and Education to The Instruction of Disadvantaged Pupils"

I have been asked to talk to you about the relation of research in psychology, sociology, and education to the instruction of disadvantaged pupils. I'm reminded that I heard one of my colleagues this afternoon say, in effect: "We don't know any of that, so how can we teach it?" He has good grounds for what he said, for in terms of soundly based theoretical knowledge of the learning process and the variables which influence it in this way or that, our knowledge is very meager. I'm impressed, however, with the fact that some teachers do know how to teach disadvantaged children. They apparently cannot formulate their approach theoretically, but they do demonstrate it in the classroom.

One of the major purposes of this conference is to see whether those of us who deal in theoretical formulations might take a cue from those who are demonstrating in practice that there is something to be known in this area. I do not intend to give you a survey of sociological research, psychological research, and educational research relevant to this question. For this I would call your attention to a service here at Yeshiva University that you may not be aware of. We have here, under the direction of Dr. Edmund Gordon, an Information Retrieval Center on the Disadvantaged in which we attempt to assemble everything that is being done in this general area and make it available to anyone who would like to use it. The IRCD accession list records hundred of studies, speculations, analyses, and reports on the disadvantaged population, its environment and group characteristics, individual development, schooling, educational theory and practice, educational facilities, personnel and programs. I would commend to you the resources of our IRCD as a ready means of getting hold of the vast amount of systematic study that has some relevance to this question.

What I would like to do at this time is just to raise a few issues and to suggest the relevance of some of the research that is being done. I will also echo my colleague: Many things have not been done; many things that we don't know about need to be done; and there is much to which I think classroom teachers might make some contribution.

As a framework for my comments, let me suggest that there are three critical settings through which a child moves in the process of living and learning. One is the primary environment---mainly, the home. The second is the instructional or school environment. And the third is the transfer environment, out there---"the real world," if you'll pardon me, in contrast to the school learning environment in which the child is ensconced. The child is one organism living and moving in all these environments. He is not compartmentalized into psychology, sociology, education, or anything else. He is one growing organism. And the school is only one of the three major matrices of his education.

It would seem to follow that the interrelations among these different settings would be crucial for the work of the school: the interrelationships between the experiences in the school learning environment and what proceded in the primary environment and what is to follow in the non-school environment. I think that one can advance a hypothesis that the chances of carry-over from one of these settings to the other is a direct function of the similarity between Setting X and Setting Y. What I would like to do here is just to raise some questions which more or less relate to these several environments involved in learning, to illustrate briefly some of the questions and some of the research findings that have relevance for the problems involved.

Let us take the primary environment first. I think the crucial question that emerges here with reference to the education of disadvantaged children is whether they come to us from the home in a state in which we may consider them educable. Now such questions are not raised very loudly in educational circles these days. A decade or so ago when the I.Q. reigned supreme, it was quite respectable to say, "Look, the child has an I.Q. of 70---so what do you expect of me? I'm just a teacher. He was born short!" This is no longer respectable---or at least, as I say, we don't utter such things aloud. Even so, most of my experience convinces me that here is a very crucial issue: A very large proportion of the teaching profession is not genuinely convinced that the children we are talking about can learn to perform well in school.

This is an issue about which we can learn many things from the behavioral sciences. One aspect of it has to do with the matter of racial differences, which we thought had been long since settled by Klineberg and some of his followers---Tumin, Pettigrew and others. But we find that it is a continuing struggle and has to be brought up time and time again. The overwhelming consensus in the behavioral sciences, as you know, is that the ability to perform effectively is not distributed by race in terms of original capacities and abilities. Indeed, we are coming to learn from such people as Dr. Hunt and Piaget and others that it is erroneous even to think of a genetically determined "capacity to learn"---that is, that one is born with only so much potential for development. The old projectionist theory, you know, assumed that there was a given, fixed quantum of what we called intelligence that you got from your immediate and remote ancestors; and if projected on to a favorable environment it would flourish and develop, but if projected on to an unfavorable environment it would tend to be stultified. Hunt denies this, and his position is pretty well validated, or accepted increasingly among psychologists today. Not only is there no inborn capacity; there is no inborn potential for development. What we call "intellectual function" is something which emerges in the process of an organism's encounters with his environment. To alter the nature of those encounters---and, obviously, we're thinking here mainly in terms of his primary environment---is to alter the extent and the course and the pace of his intellectual development. Hunt, of course, echoes Piaget in this respect.

Now, there has been some discussion here today about changing attitudes. I have long since learned and there is an abundance of research data to confirm that exhorting people, even when they have been given the facts, is not adequate to change attitudes. However, it has also been demonstrated that factual insight and information is not irrelevant. It may not be sufficient but it is a helpful part of the process. When teachers have a positive orientation toward disadvantaged children--when they want to believe that they can learn---maybe it's a good idea to buttress their positive feelings by acquainting them with some of the findings of theorists and researchers in this field. And the other teachers---those who start out with negative attitudes toward the learning potentialities of disadvantaged children---may at least have their beliefs challenged. We may make them begin to think about some of their convictions, if, for instance, the information available from the behavioral scientists in this room is placed before them.

A variant of this whole question of the educability of socially disadvantaged children on which there is a great deal of both sociological and psychological writing. It has to do not with the genetic origins of youngsters but with their social-class status. I'm talking here, of course, about the "culturally deprived child"---a concept which has emerged as just about as good a rationalization for not teaching children as the old I.Q. tests used to be. We don't say anymore, "His I.Q. is low." Rather, we say: "Look, he came from a broken, impoverished home; his family has been on welfare for generations; his parents are uneducated; they're not interested in their kids anyhow; the language patterns are abominable in the home;---he has not been given in the primary environment the experiential bases necessary for readiness for cognitive development. He may have been born with learning potential, but he has been so scarred by his social circumstances that he came to me incapable of learning."

I would assure you that many people who, in order to remain professionally "respectable" have been forced to discard the I.Q. rationale for not teaching kids; have embraced very hastily this rationale that comes forward in the stereotype of the "culturally deprived child." How much does psychology, sociology, educational research, contribute in this area? I must confess that I am disappointed in what I find in the published literature. Most of it has to do with measuring these kids---showing correlation between their non-performance and inadequacies and the conditions in their homes and drawing from these certain inferences that they cannot learn or are not learning or are severely handicapped.

I would suggest that there are a few bits of evidence that other kinds of studies are needed. For example, I am very much interested in the study now being conducted by Dr. Helen Davidson of the City University. She has identified about 180 kids from Harlem from culturally deprived backgrounds, with all the negative characteristics you tend to associate with life in the slums. But for some reason, all of these children are doing very well in school; and she is studying them to try to find out what's wrong with them. To do her more justice, she is studying them to try to explode the stereotype which blankets together all people from such an environmental settings. And she is concerned with process variables rather than status variables. Now there is a good deal of information concerning the correlation between academic performance and social-class background: broken homes, absence of father in the home, low income---go on and name all the rest of them. We say, "Why is he performing poorly?" Our researchers answer, "Low socio-economic background, culturally deprived..." It's almost as if the nutritionist confronted with an emaciated youngster diagnoses his difficulty as malnutrition, which doesn't give us much of a guide as to what to do with him. What we lack is research which gives us insight into the process variables in the primary environment that make a difference in school performance. This is something that, by working backward, Dr. Davidson is trying to get hold of.

Some others have attempted it, using different methods. One of Dr. Bloom's student's at the University of Chicago, Robert Dave, for example, correlated status variables like income and overcrowding with academic performance and came up with some very low correlation figures. HARYOU also did this in their report. You might remember that they ranked some twenty schools in Harlem according to income level, meaning the income level of the families of children in the school, overcrowding, and another index which I do not recall at this moment. Then, using the rather crude rank-differences correlation method, they tried to find out whether differences in these status variables seemed to be associated with differences in academic performance, and they ended up with coefficients of very low magnitude, suggesting that there was very little relationship.

It might be asked whether these gross status measures are the significant variables in the primary environment---whether they really make the important difference. Dave studied a group of parents, mainly through interview techniques, trying to find out some of the things that happened in these homes.

He focused on differences in the relationships in the homes and the degree of achievement press that was there and the degree of affection and various other things, and he then tried to correlate some of them with academic performance. He ended up with correlations of the magnitude of eighty, suggesting that it is not socio-economic status alone that tells the story. Indeed, one of his conclusions was that the important thing is not so much the social status of a home as it is what happens in that home. This analysis of process variables in the primary environment which seem to be related to school performance represents a kind of investigation which is not readily available. It explores an area in which much more research is needed. Through this type of study we will probably eventually achieve much greater insight into the problems we face than thus far we have.

I have already touched on the instructional environment, but now let me do so a little more directly. There is an enormous amount of research available, as you know, on the performance of socially disadvantaged children in school. A couple of years ago I had the occasion in writing an article to survey a great deal of this material and I was impressed with the fact that about ninety per cent of it has to do with assessment of the children. We measure them for everything: their I.Q.'s, their language patterns, their perceptual skills, their emotional attitudes, their aspirations, their self-concepts, and so on. We then classify them, put on a label, and think we've done something---research, apparently. Generally the verdict is that there is something wrong with them---a great deal is wrong with them---and we need to do something to change them. I was impressed also, however, with the paucity of research which concerned itself with the adequacy of the school learning experiences provided for these children. Our preoccupation with the assessment of children does not carry over to evaluation of our own methods and procedures. Indeed, it might be a little embarrassing to some of us in the field of education if it did. I would suggest, however, that here is an area in which much needs to be done and one to which I think classroom teachers might make a particularly significant contribution.

On some of the problems in this area, of course, there has been some work done. Again I think of Dr. Helen Davidson, one of whose very interesting studies of a few years ago bore the title, "Children's Perceptions of Their Teachers' Feelings of Them Related to Self-Perception, School Achievement and Behavior." She found that what teachers think of kids and what kids think teachers think of them has a lot to do with their performance in school.

I am often reminded of a study that came out of the University of North Dakota, in which some graduate students in psychology were given mice to run through the maze and were asked to keep stop-watch records of the length of time it took the mice to learn to run the maze without error. One group of experimenters was told that the mice they had were "maze-bright"---that they had been pre-tested and it was known that they were high I.Q. mice. Another group was told that their mice were "maze-dull." Actually, of course, the mice were all the same. But the experimenters thought that they had bright or dull mice. They went through the experiment, kept records, and---would you believe it? Yes, those mice in the hands of the experimenters who thought they were bright came out with better records. How the experimenters conveyed their expectations to their mice, I'm not sure; but I am certain that if somehow or other it gets over to the learners in that situation it can get over to the learners in our school situation. This whole area of teacher expectation, of negative teacher perceptions, of negative teacher attitudes toward disadvantaged children in general, is one we hear many horror stories about; and I hear so much of this in so many different places that I know much of it is true. I don't know, however, of any research effort that has been made even to determine what these attitudes are, given a sample of teachers to work with in order to obtain a systematically assembled group of data.

Another question of relevance here is: What is a "good teacher of socially disadvantaged children"? Very little significant research is available concerning this question. Many of you are here because you are good teachers of the disadvantaged, or so we are told. I am impressed by the fact that in every community I go into there are a few teachers who have such reputations. They are pointed out as being "really good". Now some of them are "good", it turns out, because they keep the kids off the ceiling. But some actually do get the kids to learn better than do other teachers. What do they do that other teachers don't do? What are the teacher behaviors that make for effective learning by socially disadvantaged children, as contrasted with teacher behaviors which apparently reinforce the negative influences of their primary environment? We just don't know the answers to these questions. I don't know of a single study, which can stand up under careful scrutiny, that provides any firm answers in this area. One investigation that I am eagerly awaiting results from is being conducted by an educational anthropologist ---a breed that I'm increasingly coming to have much respect for, by the way. We in educational research (and the psychologists and sociologists are very much like us) tend to follow models that were developed in physical science and to give tests and make status classifications. The anthropologist tends more to look at developmental process, and some of them are applying their skills to the educational process. The study I am thinking about has been underway for about three years. Dr. Eleanor Leacock from Brooklyn Polytechnic Institute went into the classroom with her researchers and over a long period of time they simply observed what went on. They were not there to collect statistical data to which they could apply a test of significance of differences or what have you, but rather to use, very largely, the method of insight, and by drawing inferences from logical relationships, to try to find out what are the things that happen in school that tend to promote and what things tend not to promote positive, insightful development. Here is an area, I am suggesting, in which research needs to tell us much, but one in which we are not making the necessary studies.

During recent years, since compensatory education has emerged as the preoccupation of many of us, there have been many special projects in relation to research in the field which is concerned with school programs. The Demonstration Guidance Project in New York City was a pioneer; the Banneker Program in a St. Louis slum has emerged to national attention; and there are many others in which something special---and, indeed, a number of things special---have been done. Here in New York it was a lot of things: counselors, smaller classes, extra teachers, remedial work, work with families, trips to the opera and the ballet, etc. On the other hand, in the St. Louis slum they have no special curricular development, no extra teachers, no special materials. They just exhort the teachers with, "These kids can learn and it's up to you to teach them." The kids are told, "You can learn as well as anybody else," and they employ all sorts of devices for making sure that they do. The parents are told, "Your kids can learn," and they are asked to sign pledges that they will turn off the T.V. at night when the children are supposed to study and will provide a place for them to study. In both cases, and in many others that we can cite, when we measure what happens to the children's performance we find that there has been a spurt. They're learning and they're learning better than they used to learn. Kids who are supposed to not be able to learn are doing it. But why is the question. What in the whole complex of things we did in the Demonstration Guidance Project made the difference? Or what in the whole complex of things in the Banneker Project makes for the difference? Here again, of course, I am asking for process variables. It is an area of research which is probably more crucial than most of what we do for giving us insights that will have meaning for classroom practice.

Just a brief word about the "world-out-there" transfer environment, if you will. Here, of course, there is very little educational research tied up with the educational process. The world is out there, and the school is in here; and we often proceed with but scant attention to the interrelations between the two. I remember that our chairman this afternoon called attention to Cloward's theoretical work concerning opportunity structure and its implications for juvenile delinquency, and, by inference, also for school performance. I was reminded of a comment made at an orthopsychiatric meeting several years ago at which there had been a great deal of discussion about the lack of "future orientation" among disadvantaged children, their need for immediate rewards as opposed to deferred rewards. Attending this particular meeting was a young scholar, then at Howard, who, after a good deal of listening, blurted out: "Look---the trouble with these kids is not that they lack a future orientation. They lack a future!" He was pointing attention to characteristics of our society which have relevance for what happens in school because they condition the function of the organism in that school. One might well say that the problem is one which cannot be solved through academic research, which is true. Most of the big problems in terms of social-political structure and our economic framework and processes are problems that researchers may throw some light on; but the solutions to them will have to come through political processes, through concerned people who organize and use power to bring about major changes. We in educational research tend to shy away from issues of this kind, although Dan Dodson at N.Y.U. and a few others are concerned with them.

I don't plan to develop the point further, but I think it is important as a part of the model that we are dealing with here to suggest that our problem is not just, "What shall we do with these disadvantaged kids who, because of limitations in the primary environment, seem not to fit so well into our school instructional environment?" Probably the more fundamental question is, "What shall we do to the transfer environment which will eliminate primary environments in which there are so many millions of disadvantaged children?" The interrelations among these different matrices, I am suggesting, is probably the crucial relationship for us in teaching disadvantaged children, and unhappily it is the aspect of the whole which our somewhat static approach to research tends to miss.

My colleague was right when he said that we do not know the answers to a lot of things, and the fact that many of us stay in our academic sttings and try to find answers to questions in teaching prospective teachers almost guarantees that we won't learn much about them either. I was sympathetic with the many comments I heard to the effect that as long as professors stay in the classroom and don't get down where the teachers are they will never be able to prepare teachers effectively. This is valid. But I am suggesting that the fact that there are many of you who are in settings in which the process we are concerned with is going on and that you are coping with it effectively means that teachers can make a significant contribution toward finding the answers to some of our crucial questions. There is such thing as action research, in which without all the nice controls which the scientist likes to have we try something out and we find that it works or it doesn't work, and if it works we try to get some insight into why and if it doesn't we try to get some insight into why not. Teachers can make important contribution through action research to our still unanswered questions about the education of disadvantaged children.

One participant in this conference said to me that he was disappointed in one respect because he did not learn much from what he heard from teachers. What he really meant, I think, was---and indeed he said it in so many words---that in terms of theoretical principles, insights which tend to give meaning for what empirically might be assessed as good practice, he hadn't heard very much. I haven't been through all of the conference and I can't validate that observation, but I would not be surprised if it is true. It would suggest that perhaps teachers need to think a little bit more in theoretical terms, need to tackle a little bit more some of the problems which the scientists are tackling---some of them not too fruitfully---and to try to explain in formulae that are transferable to other people why this worked and why this didn't work. My guess is that not only those of us who presume to be researchers in one of the three areas we are talking about but also the profession at large can gain a great deal of insight if those teachers who are good practitioners in the classroom concentrate not solely upon what they are doing and upon getting results, but also ask themselves and try to find the answer to the question, "Why?"

On Monday afternoon, the classroom teachers ended their participation in the Conference; Dr. Koenigsberg, Conference Coordinator, addressed concluding remarks to them.

"Consulting Classroom Teachers"

Yesterday it was my pleasant task to welcome the consulting classroom teachers to this Conference on improving teacher education for disadvantaged pupils. Now it falls to me to express our appreciation for their consultation with us before they return to their classrooms. Project Beacon and Ferkauf Graduate School of Education of Yeshiva University thank you for your contribution to our commitment.

Whether we use the phrase, "consulting classroom teachers" in the sense of what we have done while you have been with us or to designate you---whom we salute for your activities while you have been here, we greet you as the heart and theme of our Conference. The university professors are now off discussing what they have learned from you, in fulfillment of our theme, "What University Professors Can Learn From Classroom Teachers." But after all this time with us, I hope the "get" suggested by the model of conference interaction, as well as the "give", has become apparent to you. We hope you will find that both the "give" and the "get" of this conference interaction will continue long after today and into the coming school year.

If we consider the extent and the depth of our problems, we may well seem like the man who dropped a rose petal into Grand Canyon and waited for the echo. For all the fine exchange that has taken place here, we have no illusions about our impact on the total problem. But we have also fulfilled the ancient Chinese proverb that said, "It is better to light a candle than to curse the darkness." We hope you will carry that candle glow with you, sustained by this brief meeting where you could talk about your effectiveness and your activities, and where you had a chance to express your opinions. We hope to that you will (figuratively) carry that light to your school colleagues when you tell them what happened here---what the university professors learned from you and what you got from the Conference. We hope that each of you will let your pupils know, in your own way, of the desire many people have to help them learn in a way that is meaningful to them. And when the published Proceedings reach you next fall, we hope your spirits will again be lifted by the memory of it all. Who knows but what the candle we lit may become a brighter beacon.

Fred Allen wrote in his autobiography, "I have thought about calling a conference since a conference is a gathering of important people who singly can do nothing, but together can decide that nothing can be done." I think Mr. Allen would enjoy having us laugh back at him. With Dr. Knusisto and other Albany people here, it may be that we'll be able to do just that next year by conducting a follow-up conference. It would be good to know what changes and modifications in teacher-education for disadvantaged youth this Conference had been able to bring about.

Behind this opportunity to consult with you are the activities of many persons to whom I would like to express the appreciation of Project Beacon, of Dr. Sol Gordon, the Project Director, and my own, as Conference Coordinator. The Division of Teacher Education and Certification of the New York State Education Department had the confidence in us to support a "not-the-usual" Conference and the Center for Urban Education made it possible for us to extend the personnel and scope of this Conference beyond its original form. The Conference Committee included representatives of Project Beacon, New York City Board of Education, and the United Federation of Teachers. Mrs. O'Daly, Assistant Superintendent for the More Effective Schools Program, Mr. Simon Beagle, U.F.T. Chairman of the M.E.S. Program, and Mr. Sidney Schwager, the U.F.T. Co-Chairman, came to meetings at the end of a working day to help select the consulting classroom teachers, to arrange a host of details, and settle questions of policy. Substitutes were provided by the Board of Education for each of the consulting classroom teachers and the U.F.T. served as our host at the luncheon for consultants and Conference guests. Dr. Paul Buchanan's work in helping to detail the interaction process and in the Conference evaluation have already enhanced our meetings. Its full extent will become more apparent when the Proceedings are published.

Dr. Gordon was an ideal conference director. He let me do just about everything I wanted to do. When he said "no", he was usually right. Nancy Madway joined our organization as a secretary, but soon became conference assistant. Her competence and initiative were invaluable. Dr. Martin Siegel of the Schenectady Public Schools is providing his able services as Conference recorder. On a personal note, I want to express my appreciation for a most stimulating and rewarding experience as Conference Coordinator. To propose a conference, to coordinate it, and then to edit the Proceedings is a welcome professional privilege. And the two days we've spent here have verified my judgment that the classroom teacher is a rich resource to be drawn on in order to improve teacher education of disadvantaged youth.

CHAPTER V

THE PROFESSORS REPORT AND DISCUSS

The meeting of university professors, held the previous afternoon, was reported to the assembled group on Tuesday morning, and then discussed. That session of the Conference was opened by Mrs. Elizabeth C. O'Daly, Assistant Superintendent, More Effective Schools, Board of Education of the City of New York.

"On Avoiding the Pitfalls of University-School Cooperation"

"Perhaps this is as good a time as any for us to consider what pitfalls may occur in the future, because at the present time school and university cooperation hardly exists in any real sense. There is a tremendous separation, a separation of distrust and uneasiness. The educational structure itself does not provide for any real cooperation. This is a very disagreeable way to open this talk, but I do so deliberately. If we face this unpleasant truth frankly we may, perhaps, plan to set up some real and effective cooperation. This may be a good time to discuss some of the dangers that will occur when we begin this undertaking.

"One of the things that we have to stop doing is blaming one another. We are not doing a successful job for the children we are discussing but whom we do not like to define. We don't like the term 'disadvantaged'. I hate the term 'ghetto'. Let me use a euphuism and call them the large number of boys and girls going to public schools in big cities in this country who are just not developing enough academic competence to make their way in the world. We are not doing a good job with these youngsters. The universities are not preparing the teachers adequately to teach them, and the teachers are not, on the whole, teaching them adequately. The principals and the assistant superintendents are not succeeding very well either. There is no point in distributing blame; we are all at fault. I think it would be a healthy thing for us to recognize this at this point and not waste any more energy saying, 'If you had done better then I could have done better'. Let's accept a collective inadequacy in this field and start to do something about it.

"The Conference program allowed me only five minutes to speak, so I think I'll touch upon just one more major point. I think one of the most naive and vulgar dichotomies that has been set up is the notion of the separation of theory from practice. For years it has been cliche among young teachers and old teachers, people of all ages, to say, 'Yes, in college they give you wonderful theory but it doesn't work out in practice'. Now, semantically speaking, that's ridiculous. There once was a theory that the earth was flat. It looks flat. As far as I know from personal experience, it is flat. It was established, however, through scientific means, that it is another shape. So the original theory, though very pretty and very probable, was a bad and inaccurate theory. Any theory advocated by a university, by a principal, by an assistant superintendent, by anyone, including a psychologist, a sociologist, an anthropologist, any theory that does not work in the classroom is bad theory. Good theory is identical with good practice. It's not, of course, as simple as it sounds. A young teacher may be taught very sound theory but may find it very hard to put it into practice. The psychologists and the other experts in the colleges may develop some excellent theory. We find it hard to put into practice. But it might be that if we were a little bit more energetic, a little bit more ingenious, that we could put this sound theory into practice. On the other hand, some of your most cherished theories are unsound if they cannot be implemented. All of this discussion bears out the need for cooperation between the theorists and the practitioners. Let's face the fact that in the area we are talking about we have not succeeded; not you nor I nor anyone else has really succeeded. We like to think we've made a start in More Effective Schools. We would welcome some help from you. The spirit in which cooperation is undertaken is most important. A recognition of previous failure is necessary if any real progress is to be made, both by the theorists and the practitioners. Let us hope that this Conference moves us a little further toward the achievement of this necessary cooperation."

Mrs. Elizabeth Cagan, an assistant principal assigned to the More Effective Schools Program agreed that there must be cooperation but noted the problem of implementing such cooperation, since policy is made separately by groups in both the universities and the Board of Education. She wondered how we could get this cooperative effort started and working. Dr. Toby Kurzband, participant observer for the Conference, replied that this cooperation has been going on in New York City for a long time. He pointed to the fifty elementary schools where college people had taken on the responsibility of "campus schools." He noted that the many ways in which these campus schools have functioned could be listed, and that many of the people present at this Conference had had experience in them. Rather, he thought, the question is, "How do we proceed from the interesting beginnings of the campus schools and Yeshiva University's Project Beacon to the next steps?" He said that many other groups are concerned about this matter; a good example of this is the United Federation of Teachers' participation in this Conference. He thought it unfortunate that this Board of Education-university cooperation has not been built into the M.E.S. Program so that a college person could participate in the design of the program and continue to function along with it. Mr. Simon Beagle, Chairman of the U.F.T.'s Committee on the M.E.S., agreed with this and added that the M.E.S. needs to build more good thought into its practices if it is to survive as an effective structure.

The discussion that followed brought out differences of opinion between university professors preparing teachers for the city's schools and the administrative staff of the Board of Education. This divergence of views was noted with respect to perceptions of the task to be done, the roles of each in this task, the need for the Board of Education to accept responsibility for and make commitments to programs of action, and urgency for humility on the part of each group. In the course of this discussion, Mrs. O'Daly made the following recommendations for school-university cooperation:

1. Research in areas of the classroom practices that now appear to be effective is necessary, as suggested by Dr. Wilkerson in his address. Different results are achieved in different classrooms without discernible differences in circumstance. These differences in situation obviously do exist, and they

need to isolated.

2. University people can best help by discovering and communicating to the Board of Education the really outstanding things that are taking place. Dissemination of this information and implementation (of the findings of research) is best left to the administrative staff of the Board of Education, who are especially trained for such work.
3. Over-generalization from the particular should be avoided. In the past, research carried out in very specialized situations has been reported and then it has been urged that this be implemented in the average school classroom for very large numbers of pupils. The Board of Education regards this warily.
4. "Faddism" should be avoided, e.g., the implementation of the research carried out on television teaching, teaching machines, visual aids, programmed instruction, etc. were all hailed as "The Answer." Rather, we need to find out specifically where and how each is useful before we adopt them.
5. College people who train teachers should be sure that they can teach effectively a class of school children. (Mrs. O'Daly questioned their usefulness to the schools if they are unable to do so.)

In the course of this discussion, Dr. Kurzband made recommendations for school-university cooperation. Noting that there is "a new breed of administrator around who doesn't always agree with the hierarchy of the Board of Education. He shares the power the administratration has, and we must answer the question in terms of administrative possibilities...", Dr. Kurzband detailed six areas of cooperation:

1. Pay cooperating teachers to work in the university with student teachers, making these teachers, in a sense, a part of the university staff. For example, they could bring classes to the university and teach these classes as student teachers observe. They could meet with college classes to discuss aspects of teaching. Such work would confer a distinctive professional status upon these teachers.
2. Create the concept of a teacher-resource consultant. For example, Bank Street College of Education requires of its students a research thesis which is based in an actual classroom problem. The student-teacher works under the guidance of a university professor. The teacher in whose classroom this research is being carried on could also become a part of the research team. In this way the classroom teachers would be trained in research processes, would be brought closer to the university (becoming a member of the university staff in this capacity), and would continue their own professional studies.
3. Establish the position of interne-teacher. A beginning teacher would serve as an interne through a three-year probationary period. The preparing college or university would join the Board of Education in the evaluation activities that would determine whether an interne warrants a

permanent license. The U.F.T. might well become involved in this process also, helping to set standards for professional competence and then cooperating to weed out unsuccessful teachers.* An important aspect of this recommendation is the fact that the presence of interne teachers would require teachers in the schools to work with the interne-teachers, thus creating once again the desirable school-university involvement.

4. Institute the "exchange year." Place a good classroom teacher on a university staff for a year; place the university professor in a school situation for a year. Equitable salary arrangements could be made. This has been advocated by Dr. Harry N. Rivlin, formerly Dean of Teacher Education for the City University of New York, now Dean of the School of Education at Fordham University.

5. Implement James Conant's idea of the clinical professor. This person would remain in the school classroom as a teacher, but would hold the university rank of professor. The teacher-professor might have additional responsibilities with regard

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* Dr. Kurzband suggested that the U.F.T. make a new demand for its next contract with the Board of Education: that beginning teachers not be given the worst class situations in a school to work with and that they be given a lighter teaching load in general. He thinks that the application of the principle of seniority in this instance is unfortunate in that young teachers drop out because they are unable to stand up under the "trial-by-fire" initial year of teaching. Such a demand by the Union would probably substantially reduce the large number of drop-outs among new teachers.

to demonstration teaching, student teachers, and other appropriate areas. Additional salary would be provided by the university. The teacher-professor would have status in the school because of his university work and contacts, and status in the university because he would be a practicing classroom teacher.*

6. Examine the role of the principal in order to determine what should be the primary activities of this position. Originally, the principal was the "principal teacher." Perhaps some educational anthropologist would be interested in carrying out a research project to examine the dual role that has developed. What kind of leadership has emerged? Is the principal a supervisor improving instruction, or is he an administrator facilitating instruction?** In the M.E.S., we need to examine the position that has emerged, both in terms of leadership and in terms of power.***

* Dr. Kurzband reported that this suggestion comes from the Center for Urban Education in New York City. In a conference they had recently held, the concept of "teacher education centers" had been discussed, and consideration was being given to selecting a few schools in the city in which to test this idea.

** In making this final recommendation for school-university cooperation, Dr. Kurzband commented that few principals are happy with their dual role. "They don't have time to go into the classroom because of the paper work, which could be done by an aide. Administration is a very important part of school work. If you don't have a good administrator, you can't do anything. If you do have a good one, you don't notice what a good job he's doing, but you find you can do everything. I would like to see a principal-teacher work with another person in the school, who would become the administrator."

*** Dr. Kurzband noted that "Of course, all these things require money." In a final report in the closing session of the Conference he listed possible sources of funds to finance these activities. (See page 121)

Dr. Harry Gottesfeld, participant observer for the conference, reported on the proceedings of the meeting of university professors held the previous afternoon:

After listening to the reports from the classroom teachers on Monday morning, the university professors had been charged with four tasks: 1) to identify known research that was relevant to the teachers' reports; 2) to note ways in which the content of these reports varied from the findings of known research; 3) to identify for research and further study the problems for which classroom teachers need solutions; and 4) to make recommendations for changes in teacher education courses.

In attempting to meet their first charge, the group observed that there is considerable research available on the deficits of disadvantaged children and that there is more research on the cognitive than on the affective deficiencies. Little is known about the assets of the children. The importance of research on the auditory discrimination of these children was mentioned. In the area of language, there is research available on the significance of learning words in reading. There is also Bernstein's study of language uses of disadvantaged children* and how this relates to more formal language structure.

Some members of the group identified specific sources of information, naming Yeshiva University's IRCD Bulletin, a special issue of the Journal of Negro Education* and a recent issue of the Review of Educational Research devoted to the disadvantaged child.** They thought it would be sufficient to direct teachers to these sources.

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* Basil Bernstein, "Language and Social Class" British Journal of Sociology, 11: 271-276, 1960.

Other members of the group felt that it was unrealistic to expect them to cover the field of research in a few hours of one meeting.

Little consideration was given by the group to the second charge (how the content of the teachers' reports varied from known research).

In answering the third charge---the identification of research problems for which classroom teachers need answers---the following areas were listed:

1. The effects of different instructional methods.
2. The effects of class size.
3. The effects of curricula on learning.
4. The different possible interventions and their effects on pupils' self-image.
5. Teacher attitudes.
6. The effect of teaching experience in changing teacher attitudes.
7. Teacher-education programs.

Approaches to this research should include longitudinal studies, attempts to involve teachers in research, self-examination by teachers, and evaluation research (for example, in order to determine why they are failing to prepare effective teachers for diadvantaged pupils,

* Volume 33 #3, Summer, 1964.

** Volume 35 #5, December 1965.

university education departments might evaluate each other).

One member of the group maintained that there is sufficient research but that it is not being disseminated. Teachers are not making use of it.

The fourth task set for the professors was to recommend changes in teacher education programs. Proposals for new courses included one in reading and evaluating research, a course in education criticism, and courses specifically designed for those who plan to teach disadvantaged children. The latter suggestion raised the question of whether we need special courses to instruct teachers in methods of teaching disadvantaged pupils? That question in turn raised another: Do we need special methods to teach disadvantaged youngsters or are good teaching methods in themselves applicable to all children?

The proposals for instituting new courses were countered with a recommendation for considering the problem in broader context. There is a need for greater professionalization of prospective teachers. There is too much rushing of teachers through courses. Standards must be raised. Teacher education programs must be redesigned. The practical difficulties of such changes were raised by some members of the group.

One member asked whether we are really willing to give teachers a voice in determining their own teacher education. He thought that the time to do this is now. Discussion followed on how universities could become more involved with teachers in order to accomplish this. It was advised that all teachers -- not just "representative groups" -- be polled to determine what they see as their educational needs.

In reporting on this meeting of the professors, Dr. Gottesfeld described some of the difficulties encountered by the group in meeting their charges: widely differing points of view, varying premises, tending to become side-tracked by tangential matters and minor or irrelevant detail, and academic hairsplitting. He noted several factors which he thought had contributed to the difficulties. Professors from different disciplines had such disparate backgrounds that communication was impeded. Also, the classroom teachers with whom they had met had had time to become cohesive groups, whereas the professors had been and remained three individuals within each group. Probably the most significant factor contributing to the problems of professors' group was the need some individuals felt for defending themselves against the classroom teachers' allegations that they were not doing well in the preparation of teachers for disadvantaged pupils. Observers felt the professors were put in a defensive stance. Dr. Gottesfeld thought that a more effective procedure would have been to present the professors, at the outset, with a copy of the classroom teachers' lists of most effective and least effective instructional techniques and activities. Then they could have related known research to or noted variance of research from these listed items.

Dr. Gottesfeld presented as part of his report the research one professor had brought in that morning.*

* Dr. Lillian Ashe, City College, C.U.N.Y.

> "In the teachers' meeting, one teacher -- herself a Negro -- talked about her efforts to prepare her pupils in an all-Negro school for their transition to an integrated school so that they would be ready to accept white pupils. During the year, she taught the children Negro history. She brought in teachers of other ethnic groups so that they could tell the children about their respective groups."

Relevant research in social psychology on the theme of self-acceptance would indicate that the teacher's activities were consonant with research findings. These point to the importance of self-acceptance in being able to accept others.

> "Teachers discussed their efforts to improve low reading achievement using small groups and individual attention. Responding to a question asked, some teachers said children did not seem to know letter names of the alphabet. One teacher stated that knowing the letter names was not important as long as the children knew the sounds."

This opinion about teaching reading is a variation from known research. A large-scale study by Durrell* of over 2,000 first grade children found that knowledge of letter names and sounds does not necessarily assure success in acquiring a sight vocabulary, but that lack of this knowledge produced failure in reading. Another finding, from a study by Nicholson** with 2,000 first grade children, notes that knowledge of names of letters provides the greatest assurance of learning how to read.

* Durrell, Donald D. "First Grade Reading Success Story: A Summary." Journal of Education, 140:2-6. February 1958.

** Nicholson, Alice. "Background Abilities Related to Reading Success in First Grade." Journal of Education, 140: 25-36. February 1958.

> "Of major problems identified by teachers, that of parent apathy headed the list. Evidence cited for this apathy includes these points: 1) Parents who most need it do not respond to calls for individual or for open-school week conferences. 2) Few parents make written comments in the space provided on the back of the report card even when the grades are low. 3) Parents called in on a health problem do not respond.
>
> In response to a question posed, the teachers agreed that a) individual parents were called in, by and large, when there were problems; and b) parents come in droves during the first school years, but this drops off in the middle grades."

It is apparent that there is a need for research concerning the frequency of parent visits to school in each of the successive grades, beginning in kindergarten, and the purposes for which parents come in at each level. Also, we need to know what efforts are made by the school to sustain the early interest of the parents so that it will continue into the upper grades.

Having concluded his report on the professors' meeting, Dr. Gottesfeld spoke in his role as a conference participant-observer, focusing his attention on research implications of the classroom teachers' meetings:

"In the junior high school, we have children who are educationally behind their grade level. This is the end result of a lengthy process. The beginning of the process is the children's coming from poor neighborhoods and belonging, primarily, to minority groups. Between these two points there must be a number of intervening variables. Why not build up a research program aimed at identifying the variables and then study the relationships of the variables to each other for the practical implications for pupils' education?

"We can list such variables involved that are researchable.

What variables are involved in the child's life even before he comes to school? Discrimination; poverty; disruptive family life; family deficits in conceptual abilities and in language. These variables play some kind of role for the child before he has entered into the educational system. Now the child begins in school. A whole set of variables apply to the child who is beginning in school: The child's deficits -- health, language, perception, conceptual abilities; the lowered motivation of the child toward school; possibly, emotional problems because of his home background. Other variables that soon become apparent in the disadvantaged child are that he is behind academically and that he has a low self-concept. Also, there are these children's assets, which we don't know very much about yet. These are all "children variables" which probably can be related to one another and studies in a research program.

"The same is true of 'teacher variables.' Teachers also have some effect on the process, on the child who has not been educated by the time he gets to the junior high school. Teachers themselves have talked about their own reactions to the pupils: their lack of understanding, their middle-class values, how they actually perceive the child, and a whole host of other variables. Mention has been made of the multiple demands on teachers in the school system, of poor morale, and of the teachers' own low self-esteem working under these conditions. These too have relevance to ability or inability to teach the child.

"Finally, there are continuous variables as school progresses. Among these is the child's continuing to fall behind academically and the furthering of the child's low self-esteem, which often shows itself in apathy or agressive behavior.

"These are only some of the variables, but they are the kind that may have some relationship to each other and need to be studied, particularly for their implications. If we find that some of the variables are crucial in pupil education, then here is where the intervention must be placed. There is a good deal of research already in the area of deficits the child has coming into school. We know interventions are necessary there. Let's study the interventions that seem to be crucial. One kind of intervention is an immediate remediation program in reading. Also, we need to take a careful look at the health history of the child to see the effect it has. We need to look at the demands made on teachers and how they result in poor morale which makes it difficult to teach. There is research here. What is the role of the administrator in this? What is good administration in regard to reducing the multiple demands made on teachers and in increasing teacher morale? Other kinds of intervention would include the setting up of special incentives for teachers -- giving status to those who teach the disadvantaged. What happens when we try directly to raise the self-esteem of teachers working in this area? This has some effect.

"There is enough known now about each of these so that we can actually start interventions at these crucial, strategic points. Let's research them and see what happens. It may be that there are other variables. It may be that these variables can be better identified, defined more precisely. I think that they can be measured, related to one another, so that we can have some body of knowledge. We must then attempt to reach the right people with this body of knowledge, informing them of the university professors' efforts, of the knowledge in this area, and attempt to do something about it.

"The members of the committee who advanced the idea of a social action group can be valuable here -- in any of the areas where we believe intervention would be crucial. University professors need not confine themselves to any given area. If we find that only the variables in the early life of the child are important -- discrimination, disruptive family life, poverty, etc. -- and that those that relate to the child's school life are not, then let us harness our social action to civil rights groups, and anti-poverty groups, making our efforts felt in this way."

Following Dr. Gottesfeld's report the meeting was opened to the floor and university professors asked for the opportunity to comment on Dr. Gottesfeld's report. The following points were brought out:

1. New research must be planned in terms of knowledge already available. To identify such knowledge would require far more time than was allotted to the group of professors.
2. Most of the research questions that were of concern to the teachers have already been investigated, but the findings have not been properly communicated to the teachers.
3. Added to the problem of dissemination of information is the problem of how best to actually effect change in teaching.
4. In discussion with teachers, research issues came up that the

professors had not considered. They were prepared with research in teacher education and research on the disadvantaged child. But, for example, teachers also raised the problem of attitude formation: Are attitudes reinforced or changed by experiences? Are cognitive learnings sufficient in changing attitudes? Research relevant to this matter is in areas other than teacher training. Professors need time to go to relevant bodies of research to identify the existing knowledge. After the conference they may be better able to do this.

Other question areas came up for which professors were not prepared: Who are the people who are attracted to and gravitate to teaching? What are their predispositions, and what is their general character? Are they different from the people who volunteer for the Peace Corps or for VISTA? How do they compare? What mandate is there, then, for teacher education if we wish to have dedicated people involved in teacher education programs?

5. In the professors' meeting, questions were discussed which seemed relevant to the teachers' discussion even though they may not have been related to the four points the professors were charged to consider. First, are we concerned with research relevant to the children who are learning or to the people who teach? Second, how do we prepare teachers to handle research? Do we present findings? Or do we have them read the research itself, relating one body to another? The

difference in the method of instruction many have implications for what the teachers do in the classroom. The desire of teachers for "cookbook" procedures and the place of theory in a training program is one of the dichotomies already touched on in this conference. How do we relate the two so that there is direction to the teachers' classroom activities?

6. Professors were very concerned that teachers said things "..we are not ready to respond to intellectually or emotionally, but we could not ignore. As trainers of teachers we are failing, both in their preparation and in our feelings of responsibility. We don't relate, as a group, to the public schools." They talked about the teachers' "..inadequate preparation for many tasks and for new situations and a lack of protection of new teachers once they are in these situations. We cannot address ourselves to this problem only through research but in a variety of ways." Hence, a social action committee was proposed and discussed.
7. On the classroom teachers' feeling that their training was inadequate: "There are two possible reasons why this is so. First, we don't know enough in basic psychology and sociology to effectively teach people how to teach. Education today is like medicine was one hundred years ago when it was thought that you had a fifty-fifty chance of benefitting from it. Or, perhaps we do have some knowledge and are not communicating it. In either case, the fault seems to lie with the teacher training institutions. If classroom teachers knew

that we don't know enough but that we are working on the problem, we might not have gotten the response we did. Teacher training institutions should be comparable to the research centers one sees in medicine." Then classroom teachers could see their professors working on research problems. There would no longer be the complaint that education professors have not been in the classroom for thirty years.

Two of the professors responded to their colleagues:

Mrs. Titelman, Bank Street College of Education:

"The blame is to be laid on the teacher-training institution. We assume that in the brief time a student attends a teacher-training institution he can be prepared to teach. And we compare it to medicine. But nobody assumes that medical school, per se, makes a doctor. Even when I stopped teaching children I didn't feel I was a good enough teacher. But we ask teachers to teach children -- a very difficult job -- and to expect that we in the college can teach them in one year! Of course they're not really going to be good teachers. The teachers have said that they don't know about the research that's currently going on. They don't know where to find out about it and how to select from it, and nobody is helping them. We know something else: Public schools are not now set up to help teachers use what they know and what they may learn.

"Yesterday the teachers said they were not prepared and they made a list of the things they were not prepared for. Frankly, I don't think we should prepare them for that: for classes that are too big, for the difficult jobs given to a new teacher, for the many disturbed children, and for the fact that they get no help when they first start. We don't want to prepare them for these problems. Here the college and the Board of Education must work together. The university can provide theory and some practical applications and can help teachers as they teach to continue to use what they have learned. We need to take a stand on what we feel teachers can do successfully, so that we have a position in relation to what they're faced with when they go into the school system."

Dr. Gould, Rutgers:

"I'm speaking as someone peripheral to the field of education. I sat in with the early childhood teachers' meeting. I found it very enlightening. And I wasn't at all discouraged by the pessimistic comments about the research meeting or its outcome. I was most struck by the difference in character of the discussions between the teachers and the university professors and the later meeting of the university professors by themselves. I wondered why there hadn't been some classroom teachers in with us at that time. It might have inhibited some of the more purely academic kinds of discussion which, I think, weakened the over-all procedure.

"As for the content of the earlier meeting between teachers and professors, the teachers communicated clearly at that time their kinds of concerns. There were areas of both existing and potential relevant research that could be brought to bear on the things they were concerned about. For example, one of the key concerns was the social and cultural distance between the teacher and the kinds of families and communities they were dealing with. One of the things that came out was that to be effective you really had to get to know the families and the community. They felt that this was more important than teaching techniques, in the narrow sense. Their concern paralleled the problem of the anthropologist going into the field to study a different culture. Here, I'm thinking in particular of the whole phenomenon of culture shock that the anthropologist experiences in the process of getting adjusted to a different culture. How applicable is the material in the anthropological literature on this process to the teacher teaching the disadvantaged child or a child in a neighborhood where the ethnic culture is quite different from that of the teacher? How can we use this material effectively in teacher education?

"This process of becoming acquainted with family and neighborhood was also a concern for teacher education. Here is another area where we know a great deal already and where the potential for additional research is great. For example, the whole process of socializing the teacher to the teacher's role from the time he's in college to the time he's an experienced teacher was brought up again and again, and the gap -- the break in continuity -- that occurs when potential teachers leave the college and get into the schools was discussed in terms of a lack of university supervision or guidance. This is an area where there is a pressing need for research. Becker's relatively brief report on the career of Chicago public school teachers* is the only one I can cite. It's quite revealing. This is another area where there is a considerable research potential.

"If you really want to get teachers and researchers together it might be a good idea to re-think the matter of having the university professors discuss research in an isolated group. If teachers were to talk with professors, the exchange could be focused in a more profitable way."

Mrs. Wright, Representative of Middle-grades Teachers:

"Speaking about interaction, there are many groups within the category of disadvantaged children. Working with children from Chelsea is different from working with children in East Harlem, which in turn is different from working with children in West Harlem. Where in your research have you considered these factors? On the subject of research in general, I have had a chance to look at the IRCD Bulletins that were distributed to us, and I think everybody should have these bulletins."

Professor Minor of the School of Education, New York University, expressed several concerns: She wondered what criteria had been used in the selection of the teachers who came to this conference. As she listened to their discussion she suspected that there was a wide range of effectiveness in the members of this group. Although

* Becker, Howard S. "The Career of the Chicago Public School Teacher." American Journal of Sociology, 57:470-477, 1952.

she had not seen any of them in the classroom she guessed that some were excellent, but that some were far from excellent.

Reacting to the meeting of the professors, she noted that: the focus of the discussion both by teachers and professors was on what the children do not have, rather than on what they have. "The children's assets were always listed last, their deficits first. And when the classroom teachers listen to a list of the children's assets, they say, 'What do you do with them?'" Talking about techniques sounds as though we want to give teachers a blueprint. She felt that school and university people alike are guilty of this: that we make technicians not teachers, that we are in the business of teacher training rather than teacher education. The result will be piecemeal operations. This is evident both in research and in action. According to her, university professors displayed a significant lack of theoretical formulation in their discussions.

She thought that most research is descriptive of what teachers do in the classroom. Teachers can hem children in by virtue of the kinds of questions they ask. She believed children are looked on as data retrieval processors with an opportunity to process their own information.

We need to take a look at what children are like -- there is much research on this. Piaget and Hunt can contribute to some necessary shifting of our view on children. Hilda Taba's research on thinking* assumed that pupils could think and they showed us that

* Taba, Hilda. Thinking in Elementary School Children. Cooperative Research Project No. 1574. San Francisco State College: April, 1964.

they could. Our assumptions about children are pushing us to certain answers. They have a native intelligence whether they can read or not.

After the morning's discussions and exchanges, Dr. Paul Buchanan, participant-observer, discussed the conference process:

"The professors discussion this morning can best be described in terms of inter-group competition, or at least in terms of inter-group relations. Observe the conference process: The teachers met a half day earlier than anyone else, built some cohesiveness among themselves before they confronted any of the other groups. This group has maintained, throughout the conference, high morale, enthusiasm, and a strong feeling of confidence about their effectiveness as teachers and their right to tell others what they ought to be doing. There has been no comment from this group questioning that they have the answers.

"This is not to reflect on the teachers, but rather to reflect on the dynamics of inter-group relations. The organization of the conference almost built in the likelihood that teachers would say, 'You're not doing what you should be doing.' This is the nature of inter-group competition: to see the weaknesses in the other guy and overlook any shortcomings of your own position. We've seen this happen here. The other three groups -- the disciplines professors, the methods professors, and the public schools administrators -- got started late, and they got started by being confronted with criticisms of themselves. Furthermore, there was no cohesiveness among them because many of them had never seen each other before. In addition, each one met with a cohesive teacher group and was, in a sense, standing by himself. The teacher groups were saying to him, 'You're not doing your job.' The education professor sat alongside a disciplines professor with whom he was already uneasy, because there is at least no better than a truce between these two groups in the first place. This can explain some of the negative reaction and the demoralization seen reflected here by some of the university groups this morning.

"What I'm suggesting is that part of what we're seeing is a consequence of inter-group phenomena -- intergroup competition. If opportunity were provided for each of the four groups to meet separately it might help to reduce this competition and enable us to get at the important questions: 1) What have we tried to communicate to each of the others? 2) What do we think they should be giving attention to that they are not doing now? 3) What do we think we have heard them say to us, whether or not we agree with it? Perhaps we can design activities that will permit exchange of information more meaningfully, even though we don't reduce the inter-group barrier."

Mr. Simon Beagle, of the United Federation of Teachers, commented:

"This process of intergroup relations took place in another situation where groups that do not communicate met with the best intentions in the world. There was antagonism, suspicion, hostility, fear to make commitment or 'let their hair down.' After a few days, when statuses had been set aside, there was honest communication and discussion and the antagonism disappeared. This is why I make a plea: If you really mean business -- that is, if you respect each other and recognize that each one here has something to contribute -- and if you really want a partnership, we need to meet again. Only through a long-range process on a more regular basis can we come to grips with this problem. Through this give-and-take we can all benefit."

The chairman called for comments by anyone who wished to speak before the meeting was adjourned for lunch. Dr. Bernard Flicker of the Education Department of Hunter College, C.U.N.Y. asked to be heard.

"There's a play by Gunther Grass running in West Berlin now that some of you may have read about. Bertolt Brecht is a character in the drama and he is producing a play within this play while the East German revolution is taking place outside. The actors all ask Brecht: 'What should we do?' And he replies something to the effect that, 'We have to produce this play so let's just keep doing our work and not worry about the revolution.' Brecht, as you see, comes out pretty badly.

"I think the same thing has been happening here. I've been listening to all of you for two days and I've been wondering if you're real---if you're alive to what is happening around you.

"You have a situation where you're faced with a real "status quo." You have it at the Board of Education. You have it in the colleges. You're getting it at the union. You have it all over. You have it in the teachers, too---in those many individuals who have more or less retired on the job. Unless this conference does more---and I think it will, after talking with Dr. Sol Gordon---than just put forth proposals and say, 'We think this, we think that...' I really don't think you're going to go too far with what you've been doing here.

"Now I'll skip all the accusations and the counter-accusations because they don't matter any more, quite obviously. But there are a couple of things I must mention because I really was amazed at having heard them. For example, let me go back to yesterday and the 'Think of them as children, not as Negroes or Puerto Ricans' type of statements. I really didn't understand this. I wonder how many of us realize that there is a growing sense of race pride, particularly among Negroes---a sense of 'thinking Black.' It's there, you know. There is a Le Roi Jones. There was a Malcolm X and there are followers of this man. And there is an article in the Teachers College Record* about Malcolm X. There is a Negro culture. There is Negro music, religion, and food. How can you stop the kids that you're teaching from thinking Black? How do you start relating to them in the schools, because if you don't do it I think you're lost. We have a lot to learn, you see.

"I also think that we refuse to face another reality. If you had people here, say, from the Harlem Parents' Committee or other such organizations, or from CORE, they would probably ask you, 'What are you going to do about my kids? They're in the seventh grade but they're really only on third grade level. How is this conference going to change that?' Or they might say, 'My kids go to Benjamin Franklin and they're dropping out. How are you going to change that? I don't care whose fault it is. Just tell me---how do we change the situation?' (No one is to blame, of course---unless we're all to blame.)

"Well, I think that you've got to do something. I think that the best idea I've heard here is the social action idea. Because if you don't really identify what the problem is and who is stopping you from getting what you want you get nothing, absolutely nothing. Power is the only thing that is recognized in this world, at least as far as I know---maybe you know differently. Let's be realistic. The only thing that made the Board of Education change---bring about token desegregation---was what? It was two boycotts, that's what it was. It wasn't saying, 'I love Negroes,' and 'I'm an integrationist.' It was two boycotts. And the only thing that will make your colleges change and your teachers change is probably something of the same thing. Maybe we should boycott our colleges and teachers.

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* Robert Coles. "What can we learn from the life of Malcolm X?" Teachers College Record, 67:564-567. New York: Columbia University, May 1966.

"I think that Dr. Toby Kurzband has expressed some excellent ideas here, but I wonder where he's going to get the money for all of them. And I wonder if the Board of Education is going to do it. Or Mayor Lindsay---Mayor Lindsay, who one day says the schools are lousy, the next week says they're marvelous.

"What I'm saying is that there is a lack of reality. For, example, why don't we really de-centralize teacher education? Why don't we take the teacher education program and put it in Harlem? In Bedford-Stuyvesant? In Brownsville? Put the professors there---the Board of Education is there already. Let them work together in that kind of a situation. Let them see how it really is. And stop the complaining and the accusations and all the rest of it. Open up store-fronts for teachers and for professors, and let them be on the spot and on the ball, too, hopefully. I think that this world of unreality is compounded by the fact that the teacher education institutions are in the middle of a revolution, they think they know where they're going, but they don't know what to do and they don't know how to do it. So they really don't do it. They don't do anything. I have been involved in all this for some years, both as a result of teaching in a city high school and now, at Hunter College in teacher education. And I must tell you that I'm very pessimistic, because in twelve or so years, nothing has happened--nothing has happened. Of course, I believe that we can take some liberal arts graduates and turn them into great teachers - I'm not opposed to that. As a matter of fact, I think every teacher should go to school for five or six years. If you want the best teachers, then you should do what the doctors did. Somebody here said earlier something about what the doctors did, but they don't really tell us what they did. I wrote my dissertation on what the doctors did and what Abraham Flexner did for the American Medical Association and for the doctors: He siad, 'We will cut the number of medical schools in half; we will make doctors so difficult to come by that each one of them will be guaranteed $25,000 a year.' Well, if you did that with teachers, I think you'd have some pretty good teachers.

"I think that if all you good people decided to come together and do something later on--perhaps form an action committee with other groups involved as well--I think we could do very effective things. And I think that people would begin to listen, because they would suddenly see that there are people involved in all sorts of places who are saying, 'Things are wrong. Let's change them.' Thank you."

A classroom teacher supported Dr. Flicker's recommendation and informed the assembly of a group that had recently been organized with that very purpose in mind. He said that since it was still in the formative stage, interested people might like to contact them through its pro-tem chairman.*

Reactions, rebuttals, and questions directed to Dr. Flicker took place during the lunch hour recess that followed his remarks.

On Tuesday afternoon, the Conference consultants and participants met in four groups: university professors of methods; university professors of psychology and sociology; representatives of classroom teachers, and the United Federation of Teachers; and representatives of the New York City Board of Education. Each group was requested to draw up a list, for presentation to the total assembly, indicating what each GOT from and each GAVE to the conference. In directing this closing activity, Dr. Buchanan asked members of each group to compile their lists with the following in mind: "What did the other groups try to tell us? Don't be evaluative ("what did we get that we thought was wise and helpful."). What we want here is communication, not assessment. We may or may not accept their ideas, but what are they trying to tell us? Whad did we give to and what did we get from the conference?" The assignment to the representatives from the Board of Education varied from that given to the other groups: "How can the Board of Education use the suggestions and recommendations from this conference?"

* Dr. Raymond W. Houghton, Proposed Council for the Education of the Disadvantaged, Rhode Island College, Providence, Rhode Island 02909.

University professors were asked to report first, in keeping with the theme of the conference, "What Can University Professors Learn from Classroom Teachers?"

UNIVERSITY PROFESSORS OF METHODS

I. Teachers made specific suggestions for teacher education:

- A. Methods and Content Taught
  - 1. more demonstrations with live children
  - 2. more audio-visual materials used in instruction
  - 3. provide opportunity for "one-to-one" relationships with individual children during the in-service program
  - 4. choose cooperating teachers carefully
  - 5. child development courses are useful
- B. Help students grow as people.
  - 1. screen students both as they enter into and during university program
  - 2. help the student to become a "real person" before he or she can become a teacher
  - 3. teachers who are not real people cannot become effective teachers

II. Teachers asked that the university extend the relationship between students and university beyond student-teaching days and well into time that students become classroom teachers.

III. They identified critical problem areas.

- 1. attitudes of teachers toward their disadvantaged pupils and attitudes they meet and engender in their pupils (Teachers made a strong plea that we think of ways to help them in this area.)

2. help in assessing the strengths these children bring with them, as well as their deficiencies
3. ways in which these strengths could be used in planning curriculum for these pupils
4. ways to utilize materials: not only having the proper materials but being aware of how to use them
5. working with other teachers within their schools (The need for such help was felt particularly by teachers in M.E.S. where much teacher group planning is done.)
6. a loss of positive attitudes and poor morale after three years of teaching

IV. Teachers discussed the broad question of relating theory to practice within the school.

1. Many of the suggestions for teaching disadvantaged children given by teachers we professors felt were "gimmick" methods.
2. These things will get out of the "gimmick" stage only if we help teachers relate theory to practice. Then we can begin thinking of effective practices.

V. It appeared to us that there was a tremendous range within the picture of "the effective teacher." If there had been a guide for selecting "the effective teacher" there would not have been the tremendous variation within the teacher groups. This is an observation, not a judgment. There was a tremendous variation - to hear the teachers speak of their practices - in the way they used some of the knowledge they have about the disadvantaged child. There was a tremendous variation in what they considered to be "effective teaching."

VI. Several times we heard this point repeated: Unless a college teacher can teach in the school classroom, he cannot be effective in teaching teachers. Does this refer to all teachers of teachers? Professors of the discipline, of methods, or just the supervisors who go into the classroom? This was not clarified although we had hoped it would be clarified by the teachers.

UNIVERSITY PROFESSORS OF DISCIPLINES

I. Teachers seemed imprisoned by their own middle-class backgrounds.

1. Teacher training did not alleviate this.
2. By the time they get into the schools, teachers were unprepared either to give or to receive communication and to respond meaningfully to the classroom conditions.

II. Teachers evaluated the courses they had taken in teacher-education programs.

1. Sociology and psychology were identified as the most helpful aspects of their teacher education courses.
2. Human relations and student teaching were also perceived as helpful.
3. Teachers think there is too much stress on methods and not enough on content.
4. There is need for courses which offset their attitudes during their student days.
5. They would like and know they need a better understanding of other cultures.

III. Teachers believe there is a need for self-analysis while they are in training - some kind of therapeutic involvement so that they can become better aware of their own dynamics.

IV. Teachers think teacher-experiences should be started earlier in the education program.

   1. There should be student teacher placement in community as well as in schools.
   2. Active involvement in the community is desirable.

V. Teachers feel that neither the college or university education division nor the Board of Education gave them support for the trauma they experienced during the first year or years of their teaching.

VI. Teachers talked about their difficulties in the classroom.

   1. They feel unable to cope with the large classes they have.
   2. The feel confused and unprepared to meet certain characteristics of the children who are described as disadvantaged. One aspect of this was identified as the children's "aggressive acts."
   3. They wish to know what kinds of rewards should be used with the children: concrete or non-concrete? immediate or deferred?

VII. Teachers think a "buddy system" between teachers is desirable: i.e. older teachers should be asked to help younger teachers as they come into the school.*

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* This is a paradoxical request in view of the comment made by the junior and senior high school recorders: Their groups felt that cynical older teachers get to new, young, enthusiastic teachers and dampen their willingness and efforts to reach disadvantaged pupils. This point is discussed in Chapter VI.

VIII. Teachers believe there is a need to bridge the gap between the older teachers and the newer teachers - between teachers who see themselves as innovators and those who see themselves as conformists.

Dr. Koenigsberg "The representatives of the classroom teachers have heard from the two professors' groups that have reported. It may well be that they went beyond what you said. The question I ask of you now is this: Did the professors hear what you said, what you believe you told them?"

Mrs.Tayner (representative of Early Childhood Teachers) "By and large, I must commend them. I think they - rather explicitly and rather comprehensively - included MOST of the points that were made. We would really have to sit down and go over all this to select two or three items that may not have been indicated specifically. I think, generally, all the points were covered."

Dr. Koenigsberg "Do all the representatives agree with that?"

Dr. Buchanan "Do you think they heard something you didn't say or didn't mean to say? In other words: Were there any inaccuracies you heard?"

Mrs. Tayner "At this point, it is difficult to recall exactly. By and large, I find no obvious disagreement."

Mr. Morris (representative of the Senior High School Teachers) "I took some notes as the professors of methods and disciplines spoke. In the discussions we had, both in small groups and together as a group in here (the assembly room), we pointed out one thing that became obscured as they reported. It is true that we looked at most of the training we have received from a negative point of view, but we did get something of value from that training. We couldn't very well be in the teaching positions we are in without that training. Then, one thing I feel the professors did NOT get out of this conference had to do with the feeling that we displayed. Unfortunately, it's difficult to put into words. But the classroom teachers displayed a feeling of love and understanding for their kids. THIS is what comes through in our classrooms. We love these kids! And if you love them, you can do anything!"

VOICE: "Love is not enough!"*

(Ripples of laughter followed the comment.)

Mrs. Tayner "I was in the Early Childhood section, and we didn't have the same kind of discussion that he had. He says the professors didn't hear that we love our children. I can't say that was true for my section. These reports we give ... you have a general statement and a general summary, and somewhere along the line there's a lot left out."

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* One member of the assembly had quoted the title of Bruno Bettleheim's book, Free Press, 1950.

Dr. Koenigsberg "Mr. Parsons, did the professors hear what your group said?"

Mr. Parsons "Yes, to a surprising extent, considering our criticisms. Under our "GET", we listed a few things that we thought we got, but the university professors didn't receive it on the same channel. It might be interesting to read these."

Dr. Koenigsberg "I'm going to ask you to hold that information till our next group reports. So, these lists are what the professors heard and the classroom teachers think the professors heard them fairly accurately. Our third group is going to report on how the Board of Education can use the proceedings of this conference."

"Board of Education"*

"The group working on this assignment consisted of an assistant to the superintendent (of the Board of Education of the City of New York), two assistant directors of a project (More Effective Schools Program), a principal, and a research director of the United Federation of Teachers working together. No project seems to get off the ground these days with the Board of Education, unless the U.F.T. gets brought in on it, which is an interesting phenomenon, by the way. I've been involved in three or four projects recently. Each time, somebody looks around and says, 'Where is the U.F.T. person?' The idea is that you had better have the person there at the beginning instead of having them come in at the end and tell you that it just isn't provided for in the contract."

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* Dr. Kurzband, participant-observer, reported for the group.

I. Involve Teachers in University Research

  1. Establish a professional committee of teachers and university professors to review present procedures in obtaining Board of Education approval to undertake research projects in the schools.
  2. Invite teachers to submit projects for research based on needs they have felt in the classroom.
  3. Invite university staff to observe teachers in action to report on effective teaching practices. (There are implications here for college courses and for student teaching.)
  4. Involve the classroom teacher as a "consultant" and compensate him accordingly when student teachers or graduate students work on research projects using that teacher's class. (Funds to come from the university; the Board of Education; Center for Urban Education; foundations; U.F.T.; etc.)

II. Validate and Disseminate Research

  1. Determine the effectiveness of existing publications (Curriculum and Materials; United Teacher, etc.) in reporting research in a form useful to teachers.
  2. Field Test - as practiced by the Center for Urban Education (current Reading Study) and other agencies within the Board of Education and universities.

III. Examine Staff Leadership Patterns as they are developing in the

More Effective Schools through "Cluster teachers"; administrators; chapter chiarman (of the U.F.T.), etc.

IV. Arrange for exchange teaching in schools and colleges. Provide for public school teachers to spend a year teaching in a college (education classes, methods classes, student teaching seminars, etc.) while the college teacher takes over her public school classes. Also, try out the idea for one hour a day, or one hour a week, or one day a week. (Teachers might also exchange schools within the system.)

V. Compensate the cooperating teacher working with the student teacher. The college can compensate this teacher for participation in seminar, workshop, lecture, demonstration, writing, etc.

VI. Establish the "teaching professor". A teacher who has earned university status would remain in the public school, combining teaching with teacher-training, etc. and also doing college teaching after school. The combined salaries of this "teaching professor" may be as high as that of a principal.

VII. Establish an interneship position for the beginning teacher, which will extend through the probationary period. Universities and U.F.T. would cooperate with the Board of Examiners in developing standards for probation.

VIII. Investigate the position of the principal, who was originally a "principal teacher". Do research on reorganizing administrative functions so that a principal may devote a greater portion of his time to demonstration teaching and in-service teacher training.

Dr. Sol Gordon, director of Project Beacon, closed the Conference with these remarks:*

"We at Project Beacon are very much concerned about the enormous gap between theory and practice in the area of education for the disadvantaged child. We are troubled by the possibility that, within the next few years, the kind of report we have heard from "Higher Horizons" here in New York City we will be hearing from every city in the country. Having just returned from the Watts area of Los Angeles, I can tell you that three years of compensatory education there have had no impact at all. The average child in Watts is still reading at the fourth grade level.

"But, on the other hand, I am excited by my feeling that there is a new climate for action now. Some do not share this feeling. When I have spoken with people at the Board of Education, for example, and have suggested that there is a new opportunity now, the response has been that we've always had cooperation between administrators and universities, that we've always been free to move in new directions together, and so on. I do not believe that this has been the case. But I do think that such a situation exists now and I think that we are commited to take full advantage of it.

"Perhaps the most important thing that I have heard in this conference is the continual expression of the conviction that the crucial neglected dimension in our education of ghetto children has been the classroom teacher. I think that it has emerged clearly here that the force that can probably make the enormous difference is the classroom teacher and that we have an obligation to now develop the machinery which will permit teachers -- utilizing the United Federation of Teachers in our city as the medium for collaboration -- school administrators, and universities to work together on this critical problem of improving education for disadvantaged youngsters."

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* The report of the fourth group - the classroom teachers - is not included at this point since it is largely a repetition of their reports given on Sunday and on Monday afternoons which has been included earlier in these proceedings. At the Conference, their report was presented and discussed - as were Mr. Parsons' observations.

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CHAPTER VI

COORDINATOR'S EVALUATION OF THE CONFERENCE

As an effort to deal with the problems of improving teacher education for disadvantaged youth, it seemed advisable to consult the classroom teachers of these pupils to determine and recommend needed improvements in teacher-education. The teachers who had direct and daily contact with these children would be aware of the assistance provided them in the teacher-education programs that prepared them for their work. They would be able to recommend modifications in the preparation of those teachers who would soon be joining their ranks. This Conference was organized to provide an opportunity for classroom teachers and university professors to confer on this problem of mutual concern and have directors of teacher-education programs hear reports of their consultation. If this opportunity proved to be of value, it was intended that a recommendation be made to colleagues across the country so that such a conference could be replicated in their geographic areas of service.

To our knowledge, this is the first published report of an effort to improve teacher education of disadvantaged youth by consulting classroom teachers and having university professors listen to their advice. Their discussions and recommendations combine practical and theoretical aspects of teacher-education. Singly and in combination, their experienced counsel recommends itself highly to their colleagues.

The proceedings of this Conference and its recommendations must be considered within their context. All the classroom teachers were drawn from a single school system with its distinctive programs, administrative organization, and curriculum guides - although this may parallel other school systems. Classroom activity, professional relationships, the strengths and needs of the learning situation discussed at the Conference reflect conditions of the New York City schools. As one participant from outside the city commented, "In our school system, we have an in-service program to deal with that particular matter; that's not a problem for our teachers."

Both the consultants in the conference* and the participants** agreed that the opportunity to discuss their mutual concerns was of worth despite the difficulties engendered by that very opportunity. All were agreed that such conferences may well be replicated in areas of the country where this problem exists. For these reasons, this chapter includes an evaluation of the Conference organization and process as well as of the Conference discussion, with the hope that these will be relevant and helpful to school systems and teacher-education programs near to and far from the city where the Conference took place.

From the vantage points of coordinating the Conference and editing the proceedings, several points seem worthy of attention.

1. Both classroom teachers and university professors welcomed the opportunity to discuss problems of mutual concern. Classroom teachers appreciated the recognition finally extended to them,

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* See Appendix B for a listing of the classroom teachers and university professors who served the Conference in this capacity.

** See Appendix C.

for they had many suggestions to offer. Until this time, they had exchanged recommendations with their colleagues but their influence had been limited to their own classrooms and schools. Now, finally, they felt they could help shape teacher-education programs that would assist newcomers to their ranks. They expressed concern that so few university professors ever came into the public schools either to acquaint themselves with the realities of the learning situation or to display interest and extend help with the practical situation.

University professors who taught relevant courses welcomed the feedback provided and the opportunity to question teachers about their activities. These who taught related courses become more aware of the aspects of their courses that were so meaningful and helpful to students going into teaching. They were troubled by the teachers' feeling that they had been inadequately prepared for teaching disadvantaged pupils and that professors did have or should have all the "answers" and solutions to practical classroom problems.

The reservations each group had about the opportunity the Conference provided and the resentments expressed by classroom teachers toward university professors might well have been channeled into constructive criticism had the charge to the classroom teachers been somewhat different. The evaluation by Dr. Paul C. Buchanan, participant-observer for the Conference,* included recommendations for a different organization of the Conference

* See Appendix B.

task and time. These are discussed more fully later in the chapter.

2. The teachers spoke proudly about the good relationships they had established with their pupils and the various ways in which they had developed and cemented these, although at the same time, they expressed the opinion that they had been unprepared to deal with disadvantaged pupils - notably their aggressive acts and the large-sized classes. Teachers in each of the four groups expressed frequently their concern for a good human relationship and their bond with the children. Teachers didn't mention that their pupils then became willing to learn the subjects being taught. In each group there was at least one teacher who talked about the need to touch the children. The teachers were aware of the children's desires and their own wish for physical contact - in order to achieve a sense of closeness. A listener was moved to admiration that teachers unprepared to meet children given to aggressive behavior could finally achieve the good relationships described and to wonder that they could expend the energy required to establish such relationships in classes that contained over 30 children. Several of the junior and senior high school teachers repeated and emphasized the point of accepting the children as people: "We love these kids!", some said in all sincerity.

These comments and their recommendations for a "one-to-one" relationship with disadvantaged children and for service in a community center or like institution during the pre-service program point to the need for bringing to the attention of teachers of disadvantaged pupils research reports like Symonds' article on motivation and his statement that "Psychology would teach that the motives for most human learning reside in the interpersonal relationship."* (Symonds' emphasis) The presence of this relationship may be the explanation for a point raised by one of the teachers: The instructional techniques being described did not vary greatly, for the most part, from those used with pupils in middle-class schools. Yet some teachers found them ineffective.** Such research reports, bibliographies like those listed in Appendix F and Yeshiva's IRCD Bulletin may also help classroom teachers impatient with "theory" as they face the pressure of the active presence of boys and girls in their classrooms.

3. The teachers' request for help in understanding their own dynamics may well be looked on as one of the recommendations of this Conference. Some of the recommendations made are already practiced in some teacher-education programs. The suggestion that teachers understand their own dynamics was recognized by university professors, who listed it as one of the things they "got"

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* Perciva1 M. Symonds, WHAT EDUCATION HAS TO LEARN FROM PSYCHOLOGY. 3rd edition, Bureau of Publications, Teachers College, Columbia University, n.d., page 9.

** One of the findings in the editor's doctoral study showed that both the teachers and the pupils reported that it was the combination of the teachers' manner and the instructional techniques employed that made the teacher effective with the pupils. A manuscript has been prepared for publication on this very point; it is entitled, "Reaching the Disadvantaged Child: To Teach Him."

from listening to classroom teachers.

> Teachers believe there is a need for self-analysis while they are in training - some kind of therapeutic involvement so that they can become aware of their own dynamics.

Teachers wanted to know not only about the feelings they brought to their disadvantaged pupils, but also about feelings triggered by their pupils' reactions to them. (Such a recommendation is more likely to come from clinical psychologists who would point to the maturity and sensitivity implicit in a request for assistance like this.)

The significance of this recommendation from the classroom teachers is recognized to an even greater extent when one considers the study reported by Davidson and Lang.* They found a direct relationship between children's social class and teachers' ratings and also that children clearly sensed their teacher' attitudes toward them. Those who felt their teachers ranked them low in ability achieved less well and behaved less well than the children in the class who were favored. Relevant here is the work of Leo Berman, a medical psychoanalyst, who pioneered in an effort to sensitize teachers to their relations with pupils, colleagues, and superiors. He felt that teachers, who must work closely with others at all levels and in all types of schools, have a vital impact on the degree to which their students achieve the aims of any educational program. He believed that special discussion groups could help the educator to increase his awareness of his own personality and see how it influences relationships with students, colleagues and school authorities; perhaps in that way these relationships could be improved. Berman pioneered in developing a group method that was a borderland between education and therapy as a new extension of the concept of education.* His approach received sympathetic attention from the Massachusetts Association of Mental Health and educators all over the state and many seminars were held under the sponsorship of the Association during the 1950's.**

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* Davidson, Helen and Gerhard Lang, "Children's Perceptions of Their Teachers' Feelings Towards Them Related to Self-Perception, School Achievement, and Behavior." _Journal of Experimental Education_, 29: 107-118, 1960.

Much of the literature on teacher attitudes toward disadvantaged children now available is descriptive of this attitude.*** A review of the literature on sensitivity-training with teachers is now being prepared by Dr. Donald Clark of the Education Clinic of Hunter College, C.U.N.Y. Such training has been and still is carried on by the National Training Laboratory, N.E.A., and its publication, Journal of Applied Behavioral Science, carries reports of the evaluation of these T-groups.* The advantages and disadvantages of sensitizing teachers who will work with colleagues who have not had the same training and the problems to be dealt with as a result are beyond the scope of this commentary. It remains only to draw attention to the National Institutes of Mental Health and the Higher Education Act as possible sources of funds for teacher-education programs interested in instituting such a sensitivity-training program.**

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* Berman, Leo J., "Mental Health of the Educator." Mental Hygiene, 38: 422-429, 1954.

____________ "Mental Hygiene for Educators: Report on Experiment Using Combined Seminar and Group Psychotherapy Approach." Psychoanalytic Review, 40: 319-332, 1953.

____________ "The Educator and Mental Health." American Journal of Orthopsychiatry." 26: 204-207, 1956.

See also, Buckley, F.M., AN INVESTIGATION OF OUTCOMES IN THE USE OF AN ANALYTIC DISCUSSION METHOD IN WORKING WITH TEACHERS. Cambridge, Massachusetts, Harvard University, 1954. (Ph. D. Dissertation)

** Margolin, Reuben J., "New Perspectives for Teachers - An Evalution of a Mental Health Institute." Mental Hygiene, 37: 384-424, 1953.

*** The help of Yeshiva's IRCD in verifying this statement is acknowledged with appreciation.

4. The teachers' need for some assistance in the early years of their service was reflected in their requests for some continued guidance by their university professors and a "buddy system" within the schools where they were teaching. It was implied in their charge that "nobody helped" during their difficult first

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* Bunker, Douglas R., "Individual Applications of Laboratory Training." 1: 131-146, 1965. (See also, Bunker, D.R., E. Knowles and M.B. Miles, "The Effects of Laboratory Education upon Individual Behavior." Unpublished mss., Graduate School of Business Administration, Harvard University, 1963.)

Miles, Matthew B., "Changes During and Following Laboratory Training: A Clinical-Experimental Study." 1: 215-242, 1965.

Schutz, William C. and Vernon L. Allen, "The Effects of a T-Group Laboratory on Interpersonal Behavior." 2: 265-286, 1966.

** Since this chapter was written, Charles Merrill has published INNER CITY CLASSROOM (Robert Strom, ed.) which includes a chapter entitled, "Diminishing Teacher Prejudice" by A. Harry Passow.)

year in the classroom. Even as they called for a buddy system, no teacher mentioned help freely extended by a senior colleague. Rather, they decried the influence of the cynical, discouraged colleague and asked that newcomers be protected from advice like,"You just forget what they taught you in college" and "THESE kids you don't try to teach; just keep 'em busy!" It is interesting that there was no mention of assistance from a principal or supervisor in the schools to which they had been assigned and that the help was requested of university professors. Dr. Kurzband talked to this point when he asked for "an investigation of the role of the principal whose original function was that of the 'principal teacher.'" How appropriate his suggestion is may be recognized from this brief reference to the National Principalship Study by Professors Neal Gross and Robert E. Herriott.*

> The central concept of this research, Executive Professional Leadership, was defined as the efforts of an executive of a professionally staffed organization to conform to a definition of his role that stresses his obligation to improve the quality of staff performance.
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> ****************************
>
> ...recently the leadership conception of their role has been challenged as unrealistic and inappropriate. Principals, say the critics, should not engage in efforts to influence the teachers' performance but should simply provide routine administrative services; otherwise school administrators invade the teachers' professional autonomy.
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> The positive relationship between EPL (Executive Profes-

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* Gross, Neal and Robert E. Herriott, "The Educational Leadership of Principals: Myths and Realities." Harvard Graduate School of Education Association Bulletin, (Vol. X #1, pp. 1-7, Spring 1965. p. 2.

> sional Leadership) and the teachers' morale, their professional performance, and the pupils' learning justifies the staff influence conception of the principalship and strategies to increase his professional leadership. The findings, in short, offer empirical support for a leadership conception of the principal's role and they undermine a major argument for abandoning it.

Realistically, it may well be some years before the willing principal can again become the instructional leader here described. The need for a supportive figure for the teacher new to disadvantaged pupils is an immediate one. A proposal recommending a university-sponsored program to help these teachers is therefore made here.* Several factors recommend themselves for the selection of the university as the appropriate source of this help. In the first year of teaching, a college graduate is ready to accept the research-based and/or educationally sound suggestions offered. (Especially would this be true if these suggestions came in response to requests for them.) If the pattern for sound instruction is established from the first in actual practice, the "gimmicks" referred to by the university professors of methods may be minimized, if not prevented completely. Other considerations are the new teachers' need for additional courses to meet certification requirements and the functions and existing structure of the university.

This recommendation calls for college or university supervision and support for new teachers in their first year with disadvantaged pupils. The urban university prepares students to serve in a city's schools, student teachers are placed there and graduates become members of the schools' staffs. This represents the basis for cooperation between school and university. Supervisors of student teachers would be responsible as well for first-year teachers of disadvantaged pupils, providing actual supervision of and regular conferences with individual teachers. Additional group meetings at regular intervals in university classrooms could provide the opportunity for granting course credit. This work must be recognized as supportive as well as instructive. Graduates of these programs who themselves had been supported by their university's additional year of supervision would be encouraged to think of becoming "buddies" to incoming teachers. In time, they would serve as the supportive figures (possibly providing help with instructional problems as well) thus relieving the university supervisor to some extent. Such a program might be financed through higher education, mental health, or civil rights legislation, or by cooperation with a school system that might decide to spend its E.S.S.A. funds in this way. Such a program might also inculcate the idea of teacher education as a continuum, with conferences, institutes, and individual reading as well as actual courses as the means of continuation. In time, the principal teacher or executive professional leadership can become a factor in this continuation.

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* Koenigsberg, Shelly P., "A Proposal for a Five-Year Program in Teacher Education for Schools in Lower Socio-Economic Areas." Unpublished manuscript, 1960.

5. There was variation in feelings about the inadequacy of preparation to teach disadvantaged children that warrants attention. Senior high school teachers voiced this feeling most strongly. (They objected most strongly, also, to the curriculum they perceived as prescribed in the various subjects taught.) This feeling varied in direct relationship to the age-group taught. As the age of the pupils taught decreased, so did their teachers' objections lessen. The teachers of N-3 mentioned the inadequacy of the number of demonstration lessons provided by their university professors. They thought that more of these would have helped them to implement their preparation.

Mention should be made, in this connection, of the length of teacher service. Few of the pre-service programs of a decade or more ago can compare with those of more recent years and many of the consulting classroom teachers had been in their present positions for ten years or more. One must also raise the question of whether textbook learning about disadvantaged pupils had been inadequate since the knowledge of such children was beyond the experience of many of these college students. (Note the one teacher who commented on his contact with manual and factory workers during the years he was so employed.) The teachers' recommendation for contact with pupils and for involvement in the school's community early in the pre-service program is an indication of the need for experience-centered learning. Implicit here is the idea that the continuation of teacher-education throughout the years of service must be strongly inculcated during the pre-service program.

Several comments by the teachers in the junior and senior high school groups reflect the need for particular preparation to teach disadvantaged pupils at these levels in the public schools. These teachers asked for instruction in the teaching of reading, a subject that presents a most basic and characteristic problem for disadvantaged pupils. They asked for help with individual and small-group teaching. Preparation for secondary school teaching places emphasis on the teaching of a special subject; so few teachers are prepared to meet these two needs of disadvantaged pupils. The assistance requested by the secondary school teachers at the Conference commands the attention of teacher-preparing institutions.*

6. The question of the relation of teaching disadvantaged pupils to the social scene, to the "revolution of our time," was raised by several classroom teachers and university professors, Negro and white. There were those who stated that the problem of the disadvantaged pupil has been brought about by a society that tends to debase so many people, and that our very description of these pupils starts with their deficits for school learning. They believed that the solution to the school problems of these pupils

* It is appropriate to note that many of the NDEA Summer Institutes for Teachers of Disadvantaged Youth held during the summer of 1966, were devoted to improving instruction in English and Reading. Another approach to this problem may be the addition of a reading consultant to the faculties of secondary schools, to provide particular assistance in "reading in the content areas." Funds for such personnel could be provided by the Elementary and Secondary School Act.

is to be sought by changes in the society as well as, or instead of, changes in classroom instruction and required curricula.* Some voices chided the members of the Conference for ignoring the "revolution out there" and carrying on the business of the school as usual. Others responded that the Conference had not been called to deal with this "revolution." Some proposed forming a social action committee to help the teachers with their problems. One university professor made the point discussed by Dewey** that the good school's program is always related to events in the larger society and good teachers recognize this in the studies they select to implement curriculum purposes. One classroom teacher implied this as she described the year's program she had formulated for her Negro pupils who would be moving into an integrated junior high school and meeting white pupils for the first time in their school lives.

The matter of the conflict between teachers with "middle-class values" and children from the lower class; whether or not middle-class values were to be inculcated, for they represented the mainstream of American life; just what was meant by middle-class values and whether or not these were really objectionable.

* Dr. Gottesfeld's comments, on page 99 are relevant here.

** "Moreover, if the school is related as a whole to life as a whole, its various aims and ideals - culture, discipline, information, utility - cease to be variants, for one of which we must select one study and for another, another. The growth of the child in the direction of social capacity and service, his larger and more vital union with life, becomes the unifying aim; and discipline, culture and information fall into place as phases of this growth."

John Dewey, THE SCHOOL AND SOCIETY.
Phoenix Books, 1956. pp. 91-92.

> These topics led to spirited discussion each time they were raised. But many other topics were also raised by eager proponents (administrative arrangements in the More Effective Schools which were proving their worth, the conflict between teachers and school-system administration, the charge of inadequate preparation to teach these children and defense against the charge) and the urgent expressions of opinion made it possible to touch only briefly on the matter of the school in the context of contemporary society.

In summary, several points of discussion and recommendations by the classroom teachers seemed worthy of special reflection. Members of both consulting groups (teachers and professors) welcomed the opportunity to discuss problems of mutual concern. Classroom teachers were able to establish good relationships with the children even though they felt they had been inadequately prepared to teach such pupils. These teachers asked for university help in understanding their own dynamics to ease, speed, and improve the process of establishing these good relationships and for assistance in the early years of their service. Secondary school teachers asked for particular assistance in teaching reading and in grouping their pupils for instruction. The relation of the schools to the "revolution of our time" was touched on briefly.

The actions taken as a result of this Conference by those who attended it may range from changes in teaching beginning readers, to the reorganization of course outlines by university professors, to the formation of a social action committee. Each will be of value in improving education of the disadvantaged children who are the concern of Project Beacon and educators across the country. It is the hope of the Conference Director and Coordinator that a "follow-up" may be conducted to determine the extent to which the university professors became more personally involved in improving teacher education of disadvantaged youth and what they are now doing differently to improve teaching and learning in urban ghetto schools.

CHAPTER VII

EVALUATION OF THE CONFERENCE PROCESS AND INTERACTION

At the close of the Conference each of the twenty-seven classroom teachers and twelve university professors who had served as a consultant was asked to present, in writing, a critical reaction to the proceedings. The first two sections of this report (A and B) comprise a summary of the views expressed in response to this request. The third and final section (C) is the evaluation statement submitted to the Conference Committee by Dr. Paul Buchanan of Yeshiva University, who served the Conference as participant-observer of the Conference process and interaction. Considered together, these three reports will hopefully prove to be of value to others who would organize a conference with similar goals in mind.

A. Classroom Teachers' Evaluation

The consulting classroom teachers indicated almost without exception that they were glad they had participated in the Conference. The general feeling seems to have been, in the words of one teacher, that "It was a very worthwhile beginning." They were intensely stimulated and most felt that they received as much as they gave--both from their fellow teachers and from the professors.

Most teachers spoke of the great psychological value that the Conference had had for them. This, they felt, was one of the most important achievements of the meetings. To some extent the value was a "therapeutic" one, simply because participants were able to speak their minds on issues and make known grievances of long-standing concern to them, and to do so in the presence of those who had the power to act upon their suggestions.

However, most teachers felt that of even greater significance than "getting things off our chests" was the sense they drew from the Conference of their collective ability and of their potential value to teacher training programs. They discovered that they are trying, individually, some of the same innovations in the classroom and are getting similar results, thereby laying important groundwork for research in the area of the disadvantaged child. As their respect for each other and a feeling of confidence in their collective worth grew stronger over the course of the meetings, a sense of responsibility for changing "the system" began to emerge. Many teachers indicated that they took away from the Conference with them a feeling of impatience, of desire for follow-up action, and the belief that professors and representatives of the Board of Education should have indicated that they would give serious thought to the specific suggestions made by the teachers and would consider implementing some of the recommended changes. The fact that this did not occur did not seem to lower teachers' morale, although it was clear from their statements that had such an indication been given it would have served to ease the suspicions they had of professors' and administrators' motives for involving themselves in such a conference in the first place, and it would have increased their enthusiasm about participating in similar conferences in the future.

Although the Conference served to improve the teachers' self-image and their collective self-confidence in these ways, it also caused many of them to revise their thinking in several respects. A number began to reflect on their motives in working with disadvantaged children and to reflect on their educational goals in general. Dr. Doxey Wilkerson's address summarizing past and on-going research in the field of education was mentioned several times as having been extremely effective in this respect. Also, teachers became aware of the fact in the Conference situation that their intense emotional involvement with their pupils often interfered with both their perceptions in the classroom and their ability to organize and verbalize these in a meaningful way for their colleagues and the professors. Finally, several teachers said that the "gap" between professors and teachers which is fostered by the existing educational structure had brought them to the Conference unwilling to trust the professors and made them defensive of their own methods and ways of thinking. Only gradually, in the course of the proceedings, did these teachers become aware of a similar pre-disposition on the part of the professors and did they begin to view it as a problem shared by both groups of consultants.

The consulting classroom teachers voiced strong feelings concerning the organization of the Conference. Before the meetings ever actually got underway, a number were dissatisfied with the use of the term "disadvantaged." They felt the irony of building a three-day conference around the problems of a group that has still to be defined. The word "disadvantaged" is employed to describe too great a variety of individuals to be really useful; the so-called "disadvantaged child" must be more specifically identified and isolated into a relevant group before his particular problem can be dealt with effectively.*

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*There was even stronger feeling expressed on the part of several teachers about the meaninglessness of the phrase, "culturally deprived," which was heard frequently druing the Conference. They felt that no child can be so classified--that such a term only reflects the kind of predisposition which must be overcome if the child is to be involved in a meaningful learning situation.

Teachers were almost unanimous in the opinion that they needed more unbroken stretches of time for discussion among themselves and for questioning the professors. It was suggested that fewer scheduled speakers and a longer working day--fewer coffee breaks, briefing sessions, etc.---might have provided some of this additional time. Several teachers expressed the view that a different Conference structure might have helped to alleviate this problem. Given the aims of the Conference and a rough framework of time within which to work, consultants would have been able to formulate their own procedure, to shift the direction and emphasis of the discussion freely, and to decide when to break altogether. The natural momentum of the interaction might have broken down barriers more easily and taken the dialogue more quickly to the areas of greatest concern to the participants. As it was they felt that externally imposed strictures tended to preclude participants' "taking the bull by the horns" and wrestling with each issue until it had been exhausted.

Another structural feature of the Conference which most of the teachers felt hindered achievement of the goals set was the use of a participating teacher as a recorder for each group. They thought that a tape recorder placed in every meeting room would have served the purpose much more satisfactority, for two reasons. First, it would have eliminated the unconscious bias of a participating teacher-recorder that must inevitably come into play in such a situation. Also, they thought it was important that "more than just ideas" be recorded. The emphasis placed on certain points, the length at which they were discussed, the depth of feeling demonstrated concerning each issue--all are elements of a discussion which would emerge clearly and assume importance only through the use of a tape recorder. *

Another subject on which teachers expressed their views almost as a body was the role of the professors in the Conference. In general, the teachers felt that they were prohibited from drawing on the professors' knowledge and experience as freely as they might have. Too frequently professors were physically separated from the teachers--for example, when professors met separately to discuss what they had learned from the teachers and the implications this held for research. Teachers would have liked an opportunity at the outset of the Conference to question professors about why they teach education courses as they do. They felt that they had to have some understanding of what the professors were trying to accomplish before they could offer valid criticism. Once again they thought that Dr. Wilkerson's speech aided in providing some of this necessary background (although it would have been of more value in this respect if it has been given earlier in the Conference) and some teachers stated that pre-conference preparation on the part of all the classroom teachers would also have helped. In addition, teachers thought that all professors should have indicated their reactions to teachers' comments as fully as possible--whether they considered them valid and why, and whether they would consider implementing changes in teacher-education courses accordingly.

*It was not clear from the comments made how the teachers would have handled the "reporter" role. Either a participating teacher would have to report on his group's activities before the full conference assembly for discussion purposes, or a "disinterested party" would have to be brought in to serve in this capacity, or the reporter function would have to be dispensed with altogether--which would necessitate some basic organizational changes in the conference.

The teachers felt, on the whole, that more conferences like this one--with the kinds of modifications suggested above--should be held in cities throughout the country as one starting point for changing education for the disadvantaged. Any interested teacher should have easy access to the materials from such meetings. Several teachers stated that every ghetto school should be able to have its own conference, utilizing all of its teachers, in order to renew flagging spirits, to re-activate teachers who have partially "given up," to remind teachers of their common purpose, and to make them more aware of their potential value in training new teachers. Some teachers thought it would be interesting and fruitful for research purposes if a conference were held with teacher-consultants who had failed and left the ghetto schools.

Running as an unbroken thread through the teachers' evaluation was their desire for action--not only with respect to setting up a more workable cooperation among teachers, educators and administrators, but also in putting their sense of social injustice to work. One teacher voiced his feeling that it is important that teachers never forget to ask themselves, in his words, "Why is there a disadvantaged group, anyway?" For the problems a teacher in the ghetto faces are only symptoms of a greater problem, which he can take a hand in dealing with through participation in social action groups.

B. University Professors' Evaluation.

The university professors seemed to feel that, on the whole, the framework of the Conference was too rigidly structured and too precisely detailed. The result was that the Conference participants were "too carefully manipulated" and the degree of interaction necessary for accomplishment of the Conference goals, although occasionally achieved, was never sustained. Several specific recommendations for improving the Conference, should it be replicated, were offered.

A number of professors expressed the view that teachers and professors should have been placed together from the beginning of the Conference and remained together throughout. In addition to the obvious value of permitting a constant exchange of information between the two groups, this would have facilitated interaction between them in such a way that some of the hostilities in evidence would not have been generated and those that were inevitable might have been aired earlier. Perhaps in this way common goals could have been acknowledged earlier and the real problem-solving business of the Conference could have been undertaken with more despatch. It should also be noted, however, that several professors pointed out that the "therapeutic value" of some of the conflict situations created by the Conference was such that it was well worth deviating from the set Conference aims occasionally. They noted that the individuals comprising the various role groups represented obviously arrived with definite expectations of and strong feeling about the other groups involved. In many cases these were aired and, in some instances, fresh and more realistic views were acquired. One professor stated that he had learned a great deal about himself during the meetings. He said that he became very much aware that he and many of his colleagues felt they had come to the Conference as an "elite group" by virtue of their academic position.

Some professors suggested that the Conference would have been more meaningful if it had taken a broader perspective. They thought it useless to talk in terms of improving teacher-education unless you also discuss, in some depth, school reorganization. By the same token, they felt that it does not make sense to discuss the classroom situation while ignoring the implications this has for community and social action. However, an equal number of professors took the opposite position. They thought that the Conference would have been of greater value if the designated objectives had been more limited in scope. Had the questions posed from the outset been of a more specific nature the problems could have been isolated more readily and each could have been treated with greater freedom and in greater depth.

Many professors expressed great enthusiasm at the possibility of joining forces with other groups to form a social action committee. They felt that it would have been helpful if individuals from such possible "other groups" had been present at the Conference, as well as persons who might represent financial backing for such as undertaking.*

C. Participant-Observer's Evaluation

1. Flavor of the Interaction. The following seemed to characterize the conference interaction:

a. The Conference participants became highly involved in the proceedings. It was especially so for the teachers and administrators, and for a majority of the professors. The teachers appeared to be highly enthusiastic about their work with the disadvantaged and were almost equally enthusiastic in talking about it both with other teachers and with the professors. Thus the discussion in the sub-groups which I observed, as well as in the general sessions, was lively and spontaneous, with the chairmen having to be active in channelling the discussion.

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*Invitations were indeed extended to a number of these groups, but for various reasons many of those who had expected to attend were unable to do so at the last moment.

b. Most of the discussions tended to move in the direction of persuasion and admonition rather than in the direction of analysis and diagnosis of issues. Participants seemed to be confident of the accuracy of what they were saying and their comments were more toward convincing others of their viewpoints (especially persons in other role groups) than in thinking through behaviors which were effective.

c. At times, the discussion appeared to be influenced as much by the inter-group dynamics of the role groups (teachers, disciplines professors, methods professors, administrators, etc.) as it was by the tasks assigned to the particular groups or persons. This was especially noticeable on Tuesday morning after the teacher-reporters and the chairman of the professors' Monday afternoon meeting presented their reports to the total group. The teachers seemed to me to be "on the attact" and the professors on the defensive, and so communication between these two groups became very difficult. I think this condition arose partly because of the initial enthusiam of the teachers (they knew they had been selected by their supervisors and their union as being outstanding teachers of the disadvantaged and thus they were "riding high" throughout the Conference) and partly because the teachers had had time on the first afternoon of the Conference to become partially developed as a group. On the other hand, the professors were meeting each other for the first time, they consisted of two sub-groups ("methods" and disciplines") and they joined the teacher sub-groups at a time when the teachers appeared to be "primed" by their earlier discussions to tell professors of their shortcomings. At any rate, the comments on the last day of the Conference centered noticeably on "who was to blame" for the lack of effectiveness of teacher preparation.

2. Selected Modifications. I have not listened to the tapes of the meetings nor have I seen the transcription of the proceedings at this time, and I have not studied the post-conference evaluation by the consultants. Thus, I am not in a very good position to evaluate the extent to which the Conference attained the objectives set for it. But I am of the opinion, from what I observed, that the Conference dealt with a very important question, that it rather sharply illustrated the need for and the potential usefulness of improved interaction and cooperation among all of the role groups present, and that it created a great deal of involvement. It would appear to be worthwhile to "follow up" in a few months to find out whether any of the participants acted on any of the suggestions formulated at this Conference. I think that there is a rather high likelihood that a number of them will have. Also, I think that the greatest benefit from conferences of this sort comes from participation rather than from the written Proceedings; motivation and ability to cooperate are major requisites and these probably result more from the involvement of participation than from reading.

In the belief that additional conferences of this kind will be held, I make the following suggestion:

a. That the role group representatives of this Conference be repeated. I cannot think of any group which was present which was irrelevant to the purposes of the Conference, and I know of none which was needed but was not present.

b. That the same sponsorship be repeated. All of the role groups represented by the active participants were also involved in sponsoring the Conference. This illustrated cooperation among the groups, and it meant that those who would necessarily be involved in any effective follow-up action regarding teacher-training and research were already actively participating.

c. That the purpose of the Conference be shifted from what was essentially an exchange of information among role groups to more clear-cut problem-solving and that the design be changed accordingly. While the stated objectives of the Conference called for problem-solving, several aspects of the design moved it toward communication only. Problem-solving would be enchanced, I believe, if 1) teachers and professors both attended the Conference from the beginning, 2) if their time together in sub-groups were greatly increased, and 3) if the assignments given the sub-groups followed sequentially the steps in the problem-solving process. (During their first meeting, the task would be to identify teaching tasks which were of particualr importance in working with the disadvantaged. After doing this and reporting out to the total group, the sub-groups of teachers and professors would meet to diagnose the teacher behaviors which facilitated and those which impeded effective learning, etc.) Only toward the end of the Conference would participants be given the task of formulating action steps or guidelines for teacher preparation or for research.)

I think that these changes would help to avoid the generation of inter-group competition (a condition which I think seriously reduced the effectiveness of this Conference.) They would also increase the opportunity for the groups to formulate clearly and systematically their ideas regarding effective practices, the relevance of research findings, and ways of improving the effectiveness of teacher-preparation programs. It is difficult for people to identify elements in their own performance which account for their effectiveness. Thus to expect teachers to do so, while preparing to tell professors about their findings, is a big order. But if during the first of their sub-group meetings the professors were given the assignment of helping the teachers think through their experience, of helping them to conceptualize which of their behaviors were effective and which ineffective, and if the roles were then reversed--with the teachers asking questions to help the professors think through research findings which might account for the teachers' conclusions--then the analyses and findings would most likely be deepened, and there would be less likelihood of the two role groups exchanging cliches and accusations. Such a design might also provide a structure for making communication easier between the disciplines and the methods professors--

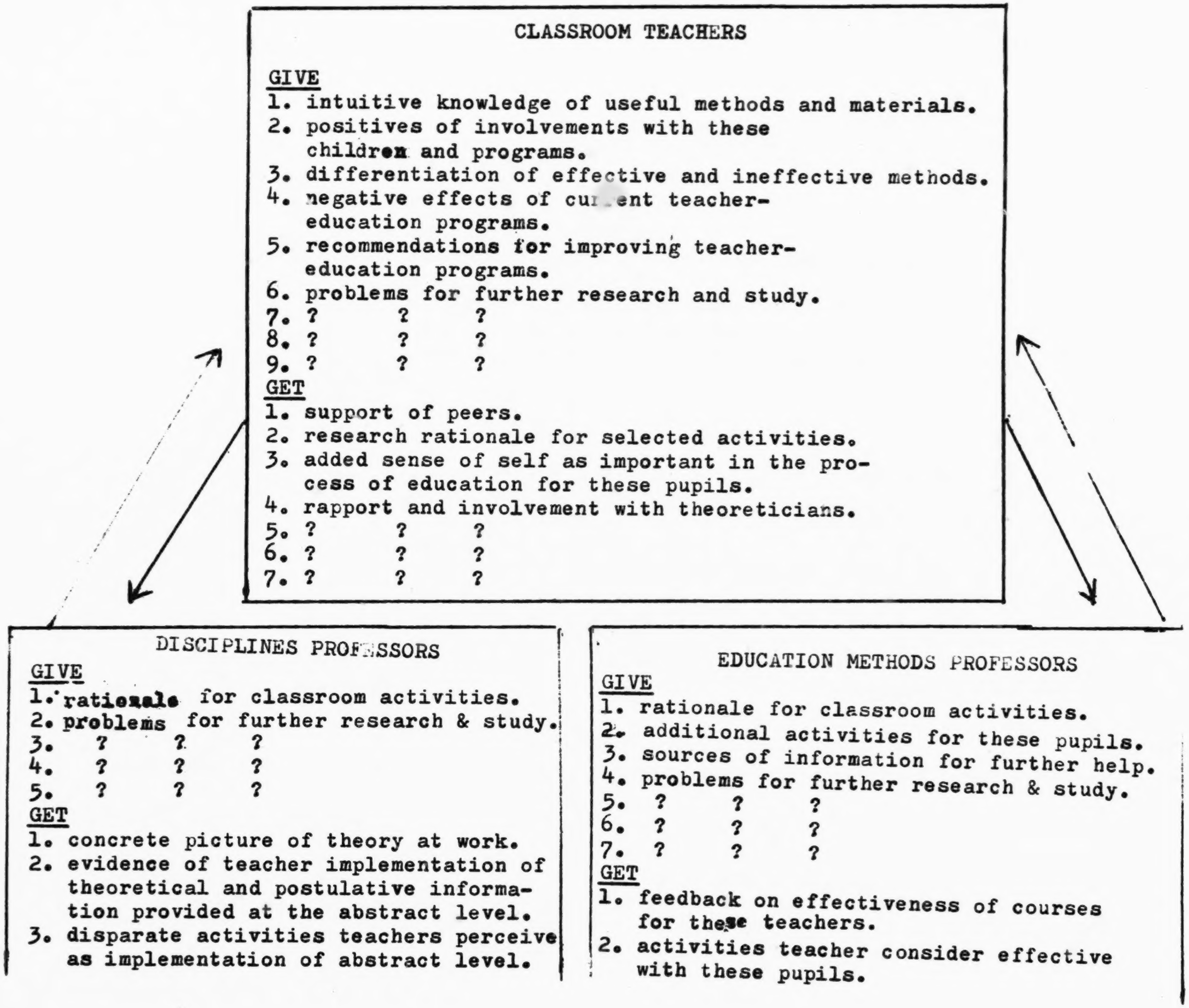
a problem reported by the chairman of the professors' meeting on research implications.

d. That toward the end of the Conference, each of the three role groups (teachers, methods professors, discipline professors) meet separately to consider what they as a role group should do in order to apply the findings of the Conference. They would then report their conclusions in a general session, and the other role groups would be given the responsibility of feeding back to the presenting group whether or not they thought the conclusions were realistic and of offering any additional suggestions.

e. That the "others" of this Conference -- the graduate students, directors of teacher-education programs, and administrators -- attend only the final half day of theConference. This would enable them to hear the sub-groups report out their final findings, and they could then work in appropriate groups to consider the implications of these conclusions for their own activities. In the Conference which was held, the role of these "others" in the Conference process was never made very clear, and they had no active responsibility. The change suggested here is an attempt to overcome this while still involving them in the Conference.

APPENDICES

APPENDIX A



CLASSROOM TEACHERS

GIVE

1. intuitive knowledge of useful methods and materials.
2. positives of involvements with these children and programs.
3. differentiation of effective and ineffective methods.
4. negative effects of current teacher-education programs.
5. recommendations for improving teacher-education programs.
6. problems for further research and study.
7. ? ? ?
8. ? ? ?
9. ? ? ?

GET

1. support of peers.
2. research rationale for selected activities.
3. added sense of self as important in the process of education for these pupils.
4. rapport and involvement with theoreticians.
5. ? ? ?
6. ? ? ?
7. ? ? ?

DISCIPLINES PROFESSORS

GIVE

1. rationale for classroom activities.
2. problems for further research & study.
3. ? ? ?
4. ? ? ?
5. ? ? ?

GET

1. concrete picture of theory at work.
2. evidence of teacher implementation of theoretical and postulative information provided at the abstract level.
3. disparate activities teachers perceive as implementation of abstract level.

EDUCATION METHODS PROFESSORS

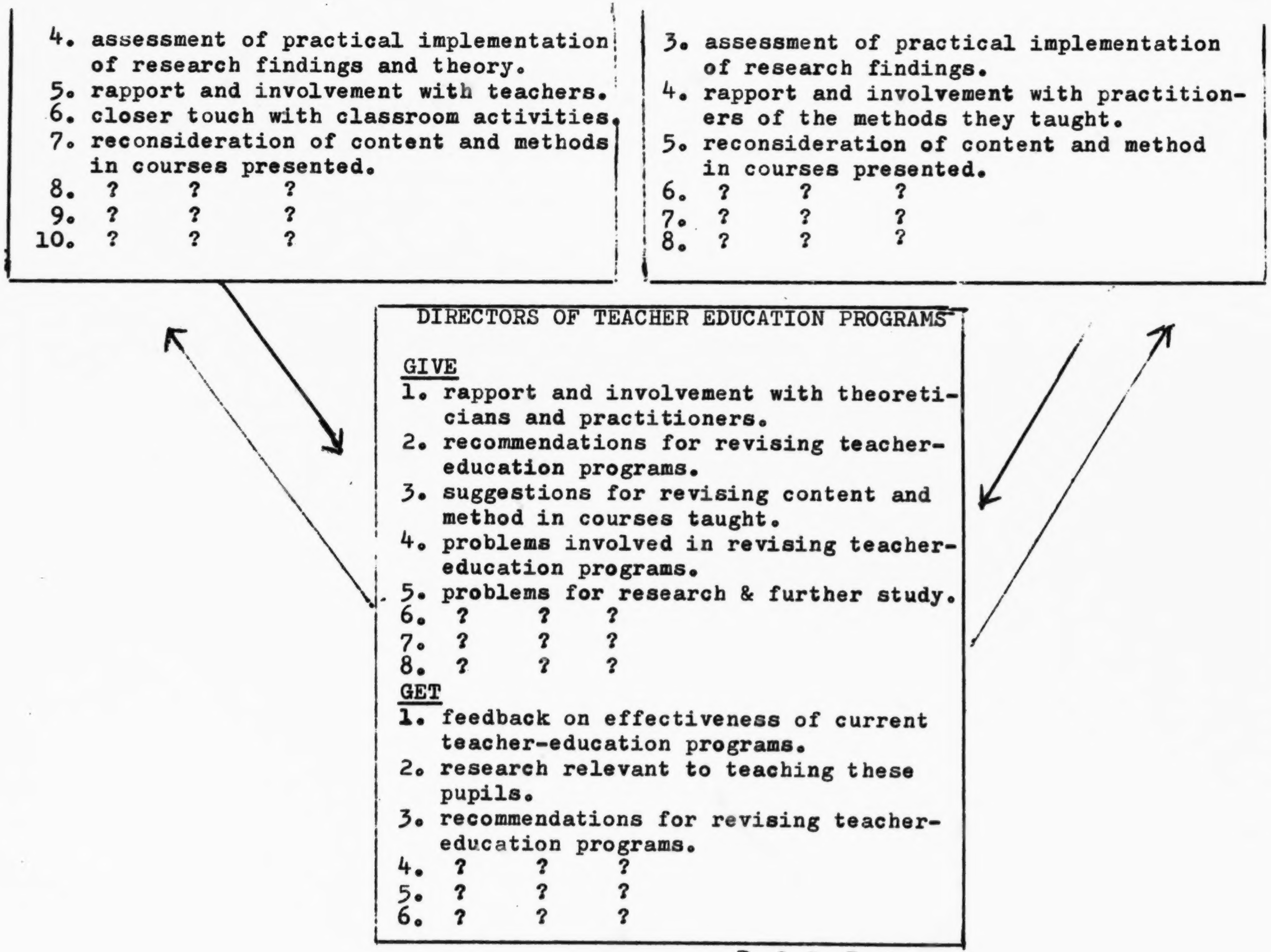
GIVE

1. rationale for classroom activities.
2. additional activities for these pupils.
3. sources of information for further help.
4. problems for further research & study.
5. ? ? ?
6. ? ? ?
7. ? ? ?

GET

1. feedback on effectiveness of courses for these teachers.
2. activities teacher consider effective with these pupils.

CONFERENCE INTERACTION



4. assessment of practical implementation of research findings and theory.
5. rapport and involvement with teachers.
6. closer touch with classroom activities.
7. reconsideration of content and methods in courses presented.
8. ? ? ?
9. ? ? ?
10. ? ? ?

3. assessment of practical implementation of research findings.
4. rapport and involvement with practitioners of the methods they taught.
5. reconsideration of content and method in courses presented.
6. ? ? ?
7. ? ? ?
8. ? ? ?

DIRECTORS OF TEACHER EDUCATION PROGRAMS

GIVE
1. rapport and involvement with theoreticians and practitioners.
2. recommendations for revising teacher-education programs.
3. suggestions for revising content and method in courses taught.
4. problems involved in revising teacher-education programs.
5. problems for research & further study.
6. ? ? ?
7. ? ? ?
8. ? ? ?

GET
1. feedback on effectiveness of current teacher-education programs.
2. research relevant to teaching these pupils.
3. recommendations for revising teacher-education programs.
4. ? ? ?
5. ? ? ?
6. ? ? ?

Paul C. Buchanan
Shelly P. Koenigsberg

APPENDIX B

CONSULTANTS

Classroom Teachers

Aranoff, Rose - P.S. 11 M

Bassett, Mildred - P.S. 138 B

Cohen, Sarah - P.S. 80 B

Foodin, Leah - P.S. 41 B

Harris, Helen - P.S. 100 M

Ilaw, Shirley - P.S. 37 Q

Jordan, Florence - P.S. 83 M

Kermish, Julia - P.S. 120 M

Lease, Gerald - P.S. 265 B

Levenkron, Steven - P.S. 65 M

Ostrow, Rhoda - P.S. 168 M

Ravsen, Joseph - P.S. 31 S.I.

Rubinson, Pearl - P.S. 165 B

Sacher, Herbert - P.S. 17 M

Sambol, Harriet - P.S. 106 Bx

Shapiro, Hyman - P.S. 183 Q

Solomon, Katherine - P.S. 265 B

Taylor, Harvey - P.S. 99 M

Taynor, Lilian - P.S. 40 Q

Wright, Mary Ann - P.S. 154 M

Crapo, Eugene
Evander Childs H.S., Bx

Engelmeyer, Myrna
Benjamin Franklin H.S., M

Morris, Martin
Evander Childs H.S., Bx

Pollack, Max
Seward Park H.S., M

Reilly, Patricia
Washington Irving H.S., M

Scheckner, Charles
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Morris High School, Bx

Silverstein, Harold
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John Ceraso
Ferkauf Graduate School, Y.U.

Morris Eagle
Ferkauf Graduate School, Y.U.

Nathan Gould
Rutgers, The State University

Lawrence Hopp
Rutgers, The State University

Vera John
Ferkauf Graduate School, Y.U.

Frances Minor
New York University

Julian Roberts
Ferkauf Graduate School, Y.U.

Lory Titelman
Bank Street College of Education

Rachel Weddington
Queens College, C.U.N.Y.

Barry R. Zamoff
Queens College, C.U.N.Y.

Participant-Observers

Prof. Paul Buchanan
Ferkauf Graduate School, Y.U.
(focus of observation: personal and group interaction)

Prof. Harry Gottesfeld
Wurzweiler School of Social Work, Y.U.
(focus of observation: research implications)

Dr. Toby Kurzband
New York City School System and
Center for Urban Education
(focus of observation: how the Board of Education of the City of New York may best draw upon this conference)

Moderators For The Conference

Prof. Alvin Atkins

Prof. Raymond Cottrell

Prof. Paul Graubard

Dean Adelaide Jablonsky

Ferkauf Graduate School, Yeshiva University

APPENDIX C

PARTICIPANTS*

Beryl Bailey
Yeshiva University F.G.S.E.

Allison Bennett
Center for Urban Education

Barbara Berger
Yeshiva University F.G.S.E.
Center for Urban Education

Diane Bertine
Syracuse University

Helen Brell
Brooklyn College, C.U.N.Y.

Elizabeth Cagan
Board of Education of the
City of New York

Roger Cartwright
Bank St. College of Education

Catherine Dean
Mobilization for Youth

Morsley G. Giddings
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Bernard Flicker
Hunter College, C.U.N.Y.

Vincent C. Gazzetta
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John Granito
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Earl Hinton
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Perry M. Kalick
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Carole Kennon
Yeshiva University F.G.S.E. (student)

John Kitemi
Yeshiva University F.G.S.E. (student)

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* Invitations to the Conference were sent to directors of education and of graduate education programs in colleges and universities of New York City, New York State and New Jersey; to superintendents for instruction in school systems of surburban New York City; to ranking and interested officials of the New York State Education Department, United States Office of Education, Office of Economic Opportunity, Board of Education of the City of New York, United Federation of Teachers and Center for Urban Education; to representatives of community action programs and organizations concerned with public education, as well as to individuals known to be interested in education for disadvantaged youth and the faculty and students of Ferkauf Graduate School of Education of Yeshiva University. Although others indicated their intention to attend, those individuals - and the institutions and organizations they represented - who were present are here listed.

Jules Kolodny
United Federation of Teachers

Allan A. Kuusisto
New York State Education Department

Mother Elizabeth McCormack
Manhattanville College, N.Y.

Mother Ruth Dowd
Manhattanville College, N.Y.

Kenneth Murphy
Jersey City State College

Frances B. Nardino
Rockville Centre, N.Y.,
Public Schools

Vincent J. Natale
New York State University College
Brockport

T. Parsons
New York City Public Schools

John M. Rainey
Glassboro State College

Albert W. Reiners
Seton Hall University, N.J.

Irene Rosenfeld
Yeshiva University, F.G.S.E.

Gladys Roth
United Federation of Teachers

Orletta Rzon
New York City Public Schools

Rae Schroeder
New York State Education Department

Sister Grace Anne
New York City

Lorraine Smithburg
Bank St. College of Education

Charles E. Songster
Cheyney State College, Pa.

Rita L. Stafford
Hunter College, C.U.N.Y.

Martha Stodt
Bank St. College of Education

Charles Sutton
New York City Public Schools

Lili Sweat
Yeshiva University, F.G.S.E.

Suzanne Thacher
Elementary School Teaching Project
New York City

Mike Van Ryn
Yeshiva University, F.G.S.E.

Adella C. Youtz
Newark State College

APPENDIX D

GUIDELINE FOR IMPROVING TEACHER EDUCATION FOR DISADVANTAGED YOUTH*

1. Teachers must come to their work as mature people who can accept disadvantaged pupils and believe that they can learn. A positive attitude toward their pupils and toward their teaching of them is essential. (Some methods must be developed for screening out teachers who are psychologically unprepared to work with minority group children.)
2. Teachers need experience with disadvantaged pupils - both in and out of the classroom - and with their communities as an integral part of their pre-service program so that the "reality shock" usually felt during the first year of teaching is minimized.
3. Teachers must become aware of the strengths of disadvantaged pupils and learn how to draw on these in classroom instruction.
4. Teachers require a more careful definition of the term "disadvantaged" to guide them in selecting learning activities appropriate for the different types of "disadvantage" in their pupils.
5. Teachers of all grade levels must know how to teach reading (including reading in the content areas), how to organize the class for individual and simultaneous small-group instruction, and how to provide for individual differences.

* The points listed here are those identified by the teachers of all grade levels and emphasized by them during the Conference discussion. They do not preclude other and more specific recommendations made in the group reports included in Chapters II and III.

6. Teachers need help in understanding their own feelings and attitudes towards disadvantaged pupils and the feelings and attitudes these pupils activate in their teachers.
7. Teachers should become aware of the relations of the problem of disadvantaged youth to the larger societal problem and of the nature of the revolutionary era in which we are living.
8. Teachers need instructional supervision and emotional support during their first year(s) of teaching disadvantaged pupils to maintain their positive attitudes toward the pupils and their teaching as they assume full responsibility for the children's instruction. (During the early months of teaching, they may well be relieved of many non-teaching duties and assignments.)
9. University professors need to become more involved in the public schools so that they will become better informed about the learning problems of disadvantaged pupils, lend moral support to classroom teachers, and become aware of the problems for research and further study required by the classroom situation.

APPENDIX E

Needed Research*

Here are some areas in which the schools require a body of knowledge in order to plan properly their organization, their methods of instruction, school curriculum, and, by implication, teacher education. Although there are articles available -- some research and some theory -- on many of these topics, there is as yet no substantial core of research in these fields, with the possible exception of the area that deals with the deficits in the disadvantaged child in the school-learning situation.

1. What is the world of the disadvantaged child in the school classroom?
    a. activities, perceptions, problems, and values in the classroom?
2. What is the world of the teacher of the disadvantaged child?
    a. activities, perceptions, problems, values in the classroom?
3. How congruent are the worlds of the teacher and the disadvantaged child and what are the implications for learning?
4. What is the relevance or irrelevance of teacher education programs for preparing teachers of disadvantaged youth?
5. What qualities of the teacher are relevant to teaching of disadvantaged pupils?
    a. teachers who remain?
    b. teachers who transfer?

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* The work of Dr. Harry Gottesfeld, Associate Professor of Education and Psychology and Director of Research for Project Beacon, in preparing this appendix is acknowledged with appreciation.

c. teachers who drop out?

How can teacher qualities relevant to effective teaching be fostered and enhanced?

6. What is the role and effectiveness of administration in education of disadvantaged children?
7. What are the specific effects of poverty and/or segregation upon the education of the child?
8. What learning expectations do teachers and administrators of disadvantaged pupils hold for these children? What effect does this have on their activities as teachers and administrators?
9. What are the attitudes and behavior of parents of disadvantaged pupils in relation to learning and school activities?
10. What is the frequency and meaning of school visits by parents of disadvantaged pupils? Does this differ at different grade levels?
11. What assets for learning do disadvantaged children have and how can these assets be recognized and developed?
12. What are the implications of retarded academic standings for personality and social development?

There is available a good body of literature on several topics of concern to classroom teachers of disadvantaged pupils. Bibliographies of articles related to these topics are available from the Information Retrieval Center on the Disadvantaged.

APPENDIX F

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Since this bibliography was prepared, the United Federation of Teachers sponsored a conference on Negro history and plans to devote one of the forthcoming issues of its publication, The American Teacher, to this subject.